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ABSTRACT

This report describes a developmental project in occupational education aimed at the unemployed, underemployed, and economically disadvantaged adults living in the 7-county northeastern North Carolina area served by The College of The Albemarle, one of 13 state community colleges. Partially funded by a foundation grant, this project included a comprehensive analysis of the Albemarle area in order to provide specific recommendations for implementing and executing new occupational education programs. Four sections of the report discuss project findings in these areas: (1) social and economic characteristics of the area and of potential vocational education students, (2) barriers to the full employment of the target population, (3) identification of clientele, and (4) recommended occupational education programs. A wide range of tables presents the data. (AG)

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COLLEGE OF THE ALBEMARLE: A DEVELOPMENTAL PROJECT IN OCCUPATIONAL EDUCATION

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Prepared for
The College of the Albemarle
Elizabeth City, North Carolina

CENTER SERVICE REPORT NO. 2

CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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PREFACE

Under a contractual arrangement between the Center for Occupational Education and the College of The Albemarle, the authors of this report have developed and carried out an extensive analysis of the entire area served by the College. The problems attendant upon a study of this nature are manifold. The Albemarle area itself is isolated from the more populous and prosperous Piedmont section of North Carolina. There are few sources of reliable data available for demographic or socio-economic information. Much of the data had to be pulled together from disparate sources and integrated into the total report. Problems notwithstanding, the authors have done an excellent job of collecting, interpreting, and presenting the data. More important than the simple enumeration of data is the analysis which the data makes possible. The authors have been able to provide a delineation of the potential clientele, an assessment of the barriers to full employment facing these individuals, and recommendations for a body of occupational education programs addressed to the needs and capabilities of the target population.

Along with the authors whose names appear on this report, a task force of Center personnel was assigned as an advisory group to consult with the primary researchers. The members of this task force are listed in an appendix to the report. The Center appreciates their efforts. A special note of appreciation is due the four men who reviewed

the monograph for inclusion in the Center Service Report Series. They are:

Dr. Charles V. Mercer, Associate Professor of Sociology and Anthropology
Dr. Charles H. Rogers, Associate Professor of Agricultural Education
Dr. Charles F. Ward, Assistant Professor of Industrial and Technical Education
Dr. Robert T. Williams, Assistant Professor of Industrial and Technical Education

A final note of thanks is due Mrs. Bessye Burwell and Mrs. Sue Mills for their assistance in the preparation and duplication of this monograph.

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COLLEGE OF THE ALBEMARLE: A DEVELOPMENTAL PROJECT IN OCCUPATIONAL EDUCATION

A Report Prepared by

CHARLES E. LEWIS, HUGH L. ROBERTS

AND PATRICIA T. JOHNSTON

CENTER FOR OCCUPATIONAL EDUCATION

NORTH CAROLINA STATE UNIVERSITY

RALEIGH, NORTH CAROLINA

April 1970

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INTRODUCTION

The College of The Albemarle, located in Elizabeth City, is one of the thirteen community colleges in the North Carolina Community College System. In the fall of 1969 the College received a foundation grant to partially finance a project "designed to improve the standard of living of economically deprived persons in northeastern North Carolina through educational programs."

Part of the grant money will be used for construction of facilities (a new occupational education classroom and laboratory building) and the purchase of three buses to transport students. The grant funds will also be used to finance an experimental project in occupational and adult basic education designed to reach the hard core poverty group living in the Albemarle area. In regard to the experimental project several points must be emphasized because they are basic to the recommendations contained in this report.

First, the experimental project is to be aimed primarily at adults - the target population - who lack the occupational skills necessary for employment which will produce adequate income for an acceptable level of living. Generally, those adults fall within the segment of the population designated as the hard core poverty group. Thus the project is a concerted effort toward providing an effective occupational education program focusing on the unemployed, underemployed, and impoverished segment of the population inhabiting the seven-county College of The Albemarle "service area." The needs, abilities, and social and economic characteristics of these people differ from the students normally enrolled in significant numbers in community colleges.[1]

Second, while the regular comprehensive community college programs are expected to be expanded at COA, the emphasis of the experimental project will be on the development of new and innovative educational programs designed especially to provide occupational skills for the target population described in the preceding paragraph. Emphases of the project also include identifying, counseling, and guidance. These educational programs have been labeled "special programs" by the COA administration in order to distinguish them from the regular programs offered at the College.

Finally, a major feature of the special programs is the weighted emphasis on activity directed toward the removal of barriers to occupational education, such as students' need for financial and transportation assistance, and job placement upon completion of one of the various educational programs. While these activities are important in every occupational education program, they take on special meaning in relationship to the nature and objectives of the special programs.

At the request of the College of The Albemarle, the Center for Occupational Education subcontracted a project designed to provide the College with specific recommendations for the implementation and execution of new occupational education programs. The project included a comprehensive analysis of the Albemarle area and the results of the following four general objectives of the investigation are reported in this document.

(1) Social and economic characteristics of the area. Specific attention has been devoted to analyzing such matters as population composition, educational levels, value orientations,

agricultural and industrial activity, manpower supply and demand, spatial mobility, natural resources, ecological patterns, health and welfare, government and the power structure, socioeconomic status levels, and institutions and formal organizations.

(2) Barriers to the full employment of the target population. Analysis of various aspects of the social and economic structure reveal specific problems that will have to be overcome. Also the degree to which the problems are barriers to the implementation of specific occupational education programs and the full employment of the target group must be assessed. Alternative solutions for the problem areas have been analyzed and means of solving the problems are suggested. Transportation of students, low literacy levels, and lack of employment opportunities are examples of the types of problems dealt with in the analysis.

(3) Identification of clientele. One outcome of the analysis is a quantitative report of the potential student population available for enrollment in various types of occupational programs. This information should be valuable for long-range as well as immediate planning and will enable the College to better prepare for continuity within various phases of the overall educational program. Also specific recommendations regarding student recruitment procedures, techniques, and policies are offered.

(4) Recommended occupational education programs. The analysis of the social and economic characteristics of the Albemarle area, the delineation of barriers to full employment, and the identification of the potential student population were used as the bases for decisions concerning the types of occupational education programs recommended for the College of The Albemarle and for the implementation and execution of those programs. Careful consideration was given to recommending educational programs that have a high probability of success in raising the socioeconomic level of all of the inhabitants of the Albemarle area either directly or indirectly.

Research reports, surveys, secondary demographic data, and other pertinent records and materials relating to the physical, social, and economic dimensions of the Albemarle area and to the planning, execution, and evaluation of postsecondary and adult occupational education programs were analyzed and used in part as a basis for this report (see bibliography). Much of the secondary data and many of the results from various surveys that were available for the analysis were outdated, conflicting, or methodologically questionable and, therefore, had to be accepted with skepticism.

Another important contribution to the formulation of this report was the experience, expertise, and knowledge of the group of Center staff members who provided suggestions and recommendations (see Appendix A). Through the exchange of ideas and information in group conferences, all aspects of the endeavor were interrelated and incorporated into both the analysis and the final report.

Contacts were also made with various persons and agencies (including the COA staff) which could furnish information concerning the social and economic aspects of the COA service area or the special programs (see Appendix B). The contributions and cooperation of those agencies and individuals proved to be invaluable in preparing this report.

Chapter two of the report describes the social and economic characteristics of the area (Objective 1) and contains a quantitative report of the potential student population available for enrollment in various types of occupational programs (Objective 3). Chapter three provides an interpretation of the data presented in the earlier chapter. Chapter four describes the recommended occupational education programs (Objective 4), as well as various recommendations concerning planning, recruiting, counseling and other facets of the program.

SOCIAL AND ECONOMIC CHARACTERISTICS OF THE ALBEMARLE AREA AND POTENTIAL OCCUPATIONAL EDUCATION STUDENTS

It is highly desirable to have a precise perspective of all relevant factors before educational programs are implemented. That is, the needs, abilities, limitations, advantages, and critical problems associated with the physical and social environment provide a basis for program planning and development.[2] Defining the clientele, resources, problems, and other factors helps program planners to focus their efforts on the most important matters and increases the possibility of efficient and effective programs.

The factors that hinder or enhance occupational education represent a complex interrelated network of physical, social, and economic characteristics internal and external to the Albemarle area and to COA. Almost every factor has several dimensions. The purpose of this section is to report the incidence of major factors that will be likely to affect the planning, initiation, and implementation of the special programs and to project the number of students that might become engaged in occupational education programs at COA.

It should be noted that no attempt was made to prepare a "geography book" description of the seven-county Albemarle area. Such a description is beyond the scope of this report. More than ninety sources of information were utilized in the analysis; however, only those documents and publications considered most relevant and reliable are included in the bibliography of this report. Also, only the most pertinent statistical data that was reviewed in the course of the analysis is included in the report. Readers desiring more detailed information about the area should consult the references listed in the bibliography.

Social and Economic Characteristics

Physical Location

1. The Albemarle area is comprised of the seven counties located in the extreme northeastern corner of North Carolina. The following counties are included in the area: Camden, Chowan, Currituck, Dare, Gates, Pasquotank, and Perquimans. The area is bounded on the North by the Virginia-North Carolina State Line and on the east by the Atlantic Ocean. It is bounded on the west by the Chowan River, the Alligator River, and Hyde County. The southern boundary is formed by the Albemarle Sound and the Pamlico Sound. While six of the counties form a relatively compact grouping, Dare County is almost completely isolated by large bodies of water and a sparse highway system.
2. The western boundary of the area is approximately 125 miles from Raleigh, North Carolina and other "Piedmont Crescent" cities. Economically, the Piedmont Crescent is not as important to the region as the Southeastern Virginia metropolitan complex which touches the northern boundary of the Albemarle area. One factor that contributes to the relatively weak relationship between the Albemarle area and the Piedmont Crescent is that highway access is limited. The economic ties to the Norfolk-Portsmouth area are much stronger. Norfolk, Virginia is only about 30 miles from the center of the area. However, the highways connecting the two areas are little better than those extending to the Piedmont Crescent. Thus, the area's location away from the major population complexes of the state make the area relatively isolated. The area's waterways and wetlands also serve as barriers to land travel and help contribute to its isolation.

Because of its proximity to the growing Norfolk metropolitan area, the Albemarle area is dependent economically and culturally on a locality within which it has no political ties or influence.

3. Water resources are particularly abundant in the area. It has its oceans, fresh and salt water sounds, rivers, and large fresh water lakes. The long growing season and mild climate in the area make double cropping possible and stimulates the growth of trees. In this regard, forests are one of the more important natural resources in the Albemarle area.
4. The fish, oysters, crabs, shrimp, and other seafood found in the sounds and rivers throughout the area are another important natural resource. There are an estimated 500 commercial fishing boats based in the seven-county area, most of which operate only in the rivers and sounds. Deep sea boats are hindered in their passage to the ocean because of the fluctuating depth of Oregon Inlet.
5. The Albemarle area has become increasingly important for recreation and vacationing. Three federal parks are located in the area. The parks, Cape Hatteras National Seashore, The Wright Brothers National Monument, and Fort Raleigh National Historic Site, total more than 36 square miles and all are located off the mainland of Dare County on Roanoke Island and the Outer Banks. Throughout the area there are more than 151 square miles of recreation areas including the federal parks. Approximately 129 square miles of the recreational area are land, seven square miles are water, and 15 square miles are marshlands.[3] Because of these characteristics, the area is recognized as a great national recreation resource.

Demographic Data

1. The total population of the seven-county area has remained almost static for the past 30 years. The population grew from 70,163 in 1940 to an estimated 75,319 in 1968.
2. Inhabitants of the area are comparatively old. In 1968, 10 per cent of the population was over 64 years of age (Table 1), compared to eight per cent for the state.[4] In that same year approximately 26 per cent of the area population was between the ages of 22 years and 44 years while the proportion of the state population in that age category was 30 per cent.
3. In a survey of "disadvantaged" persons in the area, the Economic Improvement Council (EIC)[5] found that the mean age of the disadvantaged group was 38 years and the modal age interval was 41 to 50 years of age.
4. Comparison of age-race data for counties indicates that the proportion of the total nonwhite population might increase in future years although it has remained almost constant for the past three decades (Table 2). In 1968 there was an almost equal number of whites and nonwhites in the 0-15 age category while there were twice as many whites as nonwhites in the over 44 age categories (Table 1).
5. In 1968 over 41 per cent of the population was nonwhite; a high figure compared to the 24.8 per cent for the state as a whole (Table 1).
6. More than one-fourth of the total population was between 16 and 44 years of age in 1968 (Table 1). This is the age group most likely to participate in occupational education. Of those people, approximately 51.3 per cent were females.

Table 1. Albemarle Area Estimated Population by Age and Race, 1968

White Population

Age	Total	Male		Female	
		Number	Percent	Number	Percent
0-15	12,367	6,270	14.1	6,097	13.7
16-21	4,212	2,127	4.8	2,085	4.7
22-44	11,765	5,710	12.9	6,055	13.6
45-64	10,531	5,076	11.4	5,455	12.3
65 & Up	5,513	2,505	5.6	3,008	6.8
Total	44,388	21,688	48.8	22,700	51.1

Nonwhite Population

Age	Total	Male		Female	
		Number	Percent	Number	Percent
0-15	12,266	6,149	19.9	6,117	19.8
16-21	3,724	1,857	6.0	1,867	6.0
22-44	7,545	3,571	11.5	3,974	12.8
45-64	5,074	2,489	8.0	2,585	8.4
65 & Up	2,322	1,080	3.5	1,242	4.0
Total	30,931	15,146	48.9	15,785	51.0

Total Population

Age	Total	Male		Female	
		Number	Percent	Number	Percent
0-15	24,633	12,419	16.5	12,214	16.2
16-21	7,936	3,984	5.4	3,952	5.2
22-44	19,310	9,281	12.3	10,029	13.3
45-64	15,605	7,565	10.0	8,040	10.7
65 & Up	7,835	3,585	4.7	4,250	5.6
Total	75,319	36,834	48.9	38,485	51.0

Source: North Carolina Planning Information System, State Planning Task Force, Raleigh.

Table 2. Population by Residence, Race, County, and Area, 1940, 1950, and 1960.

	Total Population				
	Number	Percent NW	Percent Urban	Percent RNF	Percent RF
CAMDEN					
1960	5598	42.1	----	73.1	26.9
1950	5223	38.7	----	57.0	43.0
1940	5440	41.3	----	37.6	62.4
CHOWAN					
1960	11729	46.6	38.0	31.0	31.0
1950	12540	43.6	35.6	15.6	48.8
1940	11572	46.9	33.1	22.0	64.9
CURRITUCK					
1960	6601	31.6	----	81.2	18.8
1950	6201	32.0	----	53.7	46.3
1940	6709	34.8	----	40.0	60.0
DARE					
1960	5935	6.8	----	97.7	2.3
1950	5405	7.0	----	98.6	1.4
1940	6041	7.8	----	96.2	3.8
GATES					
1960	9254	54.3	----	61.6	38.4
1950	9555	52.6	----	39.3	60.7
1940	10060	49.4	----	22.4	77.6
PASQUOTANK					
1960	25630	39.5	54.9	37.1	8.0
1950	24347	38.2	52.1	34.2	13.6
1940	20568	42.6	56.2	16.4	27.4
PERQUIMANS					
1960	9178	46.9	----	69.8	30.2
1950	9602	47.8	----	59.4	40.6
1940	9773	48.4	----	37.3	67.7
TOTALS					
1960	73,925	40.3	24.1	54.8	21.2
1950	72,873	39.3	23.5	43.1	33.4
1940	70,163	41.2	20.2	27.9	51.9

Table 2 (cont'd)

	Urban Population		RNF Population		RF Population	
	Number	Percent NW	Number	Percent NW	Number	Percent NW
CAMDEN						
1960	----	----	4094	40.2	1504	47.1
1950	----	----	2976	37.4	2247	40.5
1940	----	----	2043	41.1	3397	41.4
CHOWAN						
1960	4458	38.1	3636	61.1	3635	42.0
1950	4468	37.6	1956	40.4	6116	49.0
1940	3835	42.5	230	35.7	7507	49.6
CURRITUCK						
1960	----	----	5358	37.1	1243	8.8
1950	----	----	3327	36.0	2874	27.2
1940	----	----	2682	37.0	4027	33.4
DARE						
1960	----	----	5800	6.6	135	15.6
1950	----	----	5329	7.1	76	5.3
1940	----	----	5811	7.1	230	25.7
GATES						
1960	----	----	5697	60.0	3557	45.6
1950	----	----	3759	53.7	5796	51.8
1940	----	----	2252	49.1	7808	49.5
PASQUOTANK						
1960	14062	37.0	9512	47.9	2056	18.8
1950	12685	33.0	8345	46.8	3317	36.0
1940	11564	38.6	3362	48.1	5642	47.5
PERQUIMANS						
1960	----	----	6409	55.0	2769	28.1
1950	----	----	5701	53.3	3901	39.8
1940	----	----	3159	56.3	6614	44.6
TOTALS						
1960	18,520	37.3	40,506	43.8	14,899	34.8
1950	17,153	34.2	31,393	39.6	24,327	42.9
1940	15,399	39.6	19,539	34.9	35,225	45.5

Source: Carolina Population Center, County Population Trends, North Carolina 1790-1960, State, Region, County, Residence, Color. University of North Carolina at Chapel Hill, March 1969.

7. Out-migration has caused a heavy population loss, particularly within the 22 to 44 age group. All of the counties except Currituck and Dare show a net out-migration during the years 1960 to 1968 (Table 3). The trend of out-migration from the area extends back over the past five decades.[6]

8. In 1960, 24 per cent of the total population was urban; 55 per cent of the population was rural nonfarm; and 21 per cent was rural-farm (Table 2). Comparisons of 1940 to 1960 Census data show that the urban population is growing slowly, and the total rural population is declining slowly. Within the rural population, the rural-farm sector declined rapidly by about 50 per cent from 1950 to 1960. During the same period the rural-nonfarm population increased by over 20 per cent.

9. The proportion of the urban nonwhite population is remaining almost constant, while the proportion of the rural-nonfarm population that is nonwhite is increasing at a rapid rate (Table 2).

10. Between 1940 and 1960 the increase in urban population in Pasquotank and Chowan Counties was 2,498 and 623, respectively. By strict definition, there are no urban centers in the others counties.

11. Population projections indicate that Camden, Currituck, Dare, and Pasquotank Counties will experience a moderate increase in population within the age category 15 to 29 years between 1960 and 1980.[7]

12. There were 117.5 people per square mile in Pasquotank County in 1967, an increase of 5.1 people per square mile over the 1960 population density (Table 4). None of the other six counties experienced a significant population density increase during that period. The

Table 3. Population, 1960 and 1968*; Population Change 1960-1968; and Net Migration 1960-1968 by County.

	1960			1968*			Change 1960-68		Net Migration**
	W	N/W	Total	W	N/W	Total	No.	%	1960-68
CAMDEN	3,240	2,358	5,598	2,983	2,423	5,406	-192	-3.43	-690
CHOWAN	6,265	5,464	11,729	6,022	5,786	11,808	79	.67	-926
CURRITUCK	4,515	2,086	6,601	4,766	2,169	6,935	334	5.06	65
DARE	5,529	406	5,935	6,182	440	6,622	687	11.58	293
GATES	4,232	5,022	9,254	4,019	5,044	9,063	-191	-2.06	-863
PASQUOTANK	15,501	10,129	25,630	16,413	11,191	27,604	1,974	7.70	-586
PERQUIMANS	4,875	4,303	9,178	4,862	4,172	9,034	-144	-1.57	-724

*Estimated
**Predicted
Source: Carolina Population Center, University of North Carolina at Chapel Hill.

Table 4. Population Density (Per Square Mile) by County, 1960 and 1967, and Density Change by County, 1960-1967.

County	1960	1967	Change
CAMDEN	23.5	23.0	-0.5
CHOWAN	67.9	68.0	0.1
CURRITUCK	26.8	28.5	1.7
DARE	15.2	16.3	0.9
GATES	27.5	28.3	0.8
PASQUOTANK	112.4	117.5	5.1
PERQUIMANS	37.2	38.4	1.2

Source: United States Census of Population, 1960, P.C. (1) 35A N.C. p. 35-19. U.S. Government Printing Office, Washington, D.C., 1962.

Table 5. Distribution of Population, and Percent of Area Population by County, 1968.

County	1968 Population	Per Cent
CAMDEN	5,598	7.6
CHOWAN	11,729	15.9
CURRITUCK	6,601	8.9
DARE	5,935	8.0
GATES	9,254	12.5
PASQUOTANK	25,630	34.7
PERQUIMANS	9,178	12.4
TOTAL	73,925	100.0

*Estimated

Source: Carolina Population Center, University of North Carolina at Chapel Hill.

increase in the Pasquotank County population density is related to the location of Elizabeth City, the largest urban center in the seven-county area. The 1.7 per square mile population density increase in Currituck County was probably influenced by its nearness to the Norfolk-Portsmouth metropolitan area.

13. Approximately 35 per cent of the area population is concentrated in Pasquotank County and the proportion of the area population in the other counties range between 7.6 per cent in Camden County and 15.9 per cent in Chowan County (Table 5).

14. Thirteen of the 35 townships in the area increased in population between 1940 and 1960. All of those townships are either in close proximity to the Norfolk-Portsmouth area or adjacent to a town or urban center (Table 6 and Figure 1). All seven towns in the area increased in population during the 1940 to 1960 decades; however, the increases were insignificant except in Elizabeth City and Edenton.

15. The population centers in the area are widely dispersed over the 1,860 square mile land area, much of which is separated by water. However, approximately 85 per cent of the area population is located within a 30 mile radius of Elizabeth City (including Elizabeth City residents) and about 22 per cent of the area population resides within a 10-mile radius of the College of The Albemarle (Tables 6 and 7, and Figure 2).

Table 6. Population by County, Township, and Town, 1940 and 1960, and Population Change 1940-1960.

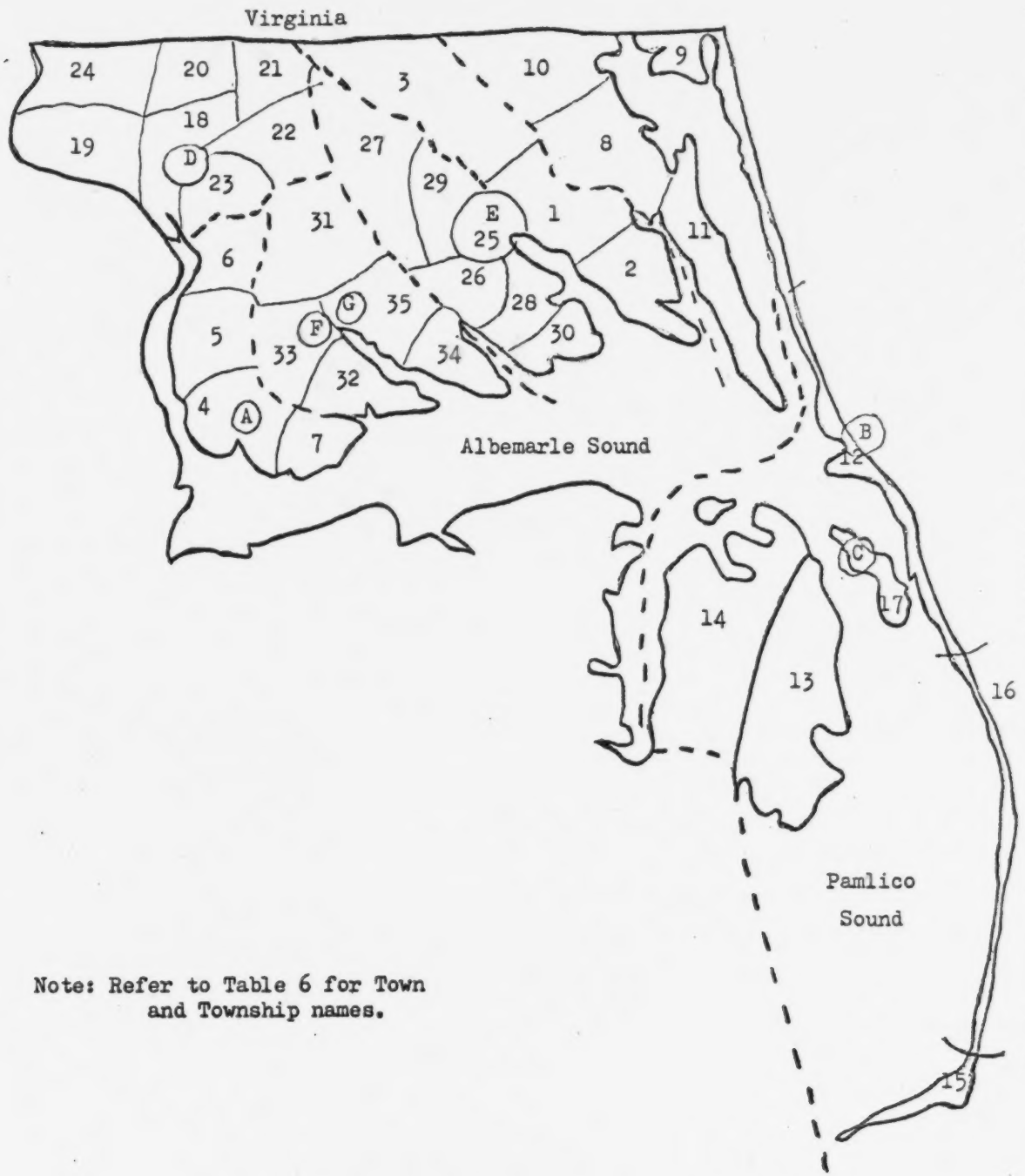
Counties, Towns, and Townships	Population 1940	Population 1960	Change 1940 - 1960
CAMDEN	5,440	5,598	158
1. Court House	1,684	1,858	174
2. Shiloh	1,796	1,725	- 71
3. South Mills	1,960	2,015	55
CHOWAN	11,572	11,729	157
4. Edenton	6,386	7,294	908
A. Edenton (Town)	3,835	4,458	623
5. Middle	2,471	2,224	- 247
6. Upper	1,470	1,449	- 21
7. Yeopim	1,245	762	- 483
CURRITUCK	6,709	6,601	- 108
8. Crawford	2,436	2,332	- 104
9. Fruitville	584	440	- 144
10. Moyock	1,048	1,207	159
11. Poplar Branch	2,641	2,622	- 19
DARE	6,041	5,935	- 106
12. Atlantic	504	864	360
B. Kill Devil Hills (Town)	---	268	---
13. Crotan	734	545	- 189
14. East Lake	249	115	- 134
15. Hatteras	1,201	1,217	16
16. Kennekeet	806	434	- 372
17. Nags Head	2,547	2,760	213
C. Manteo (Town)	571	587	16
GATES	10,060	9,254	- 806
18. Gatesville	1,563	1,658	95
D. Gatesville (Town)	297	460	163
19. Hall	950	847	- 103
20. Haslett	1,053	904	- 149
21. Holly Grove	1,646	1,599	- 47
22. Hunters Mill	1,812	1,568	- 244
23. Mintonsville	1,571	1,287	- 284
24. Reynoldson	1,465	1,391	- 74

Table 6 (cont'd)

Counties, Towns, and Townships	Population 1940	1960	Change 1940—1960
PASQUOTANK	20,568	25,630	562
25. Elizabeth City	13,218	15,872	2,652
E. Elizabeth City (Town)	11,564	14,062	2,498
26. Mount Harmon	1,457	1,594	137
27. Newland	1,547	1,716	169
28. Nixonton	1,787	3,063	1,276
29. Providence	982	1,960	- 978
30. Salem	1,577	1,427	- 160
PERQUIMANS	9,773	9,178	- 595
31. Belvidere	1,647	1,402	- 245
32. Bethel	1,148	898	- 250
33. Hertford	3,096	3,111	15
F. Hertford (Town)	1,959	2,068	109
34. New Hope	1,847	1,720	- 127
35. Parkville	2,035	2,047	- 12
G. Winfall (Town)	160	269	109

Source: United States Census of Population, 1960, PC(1) 35A N.C. p. 35-19, U.S. Government Printing Office, Washington D. C. 1962.

Figure 1. Towns and Townships in the Albemarle Area.

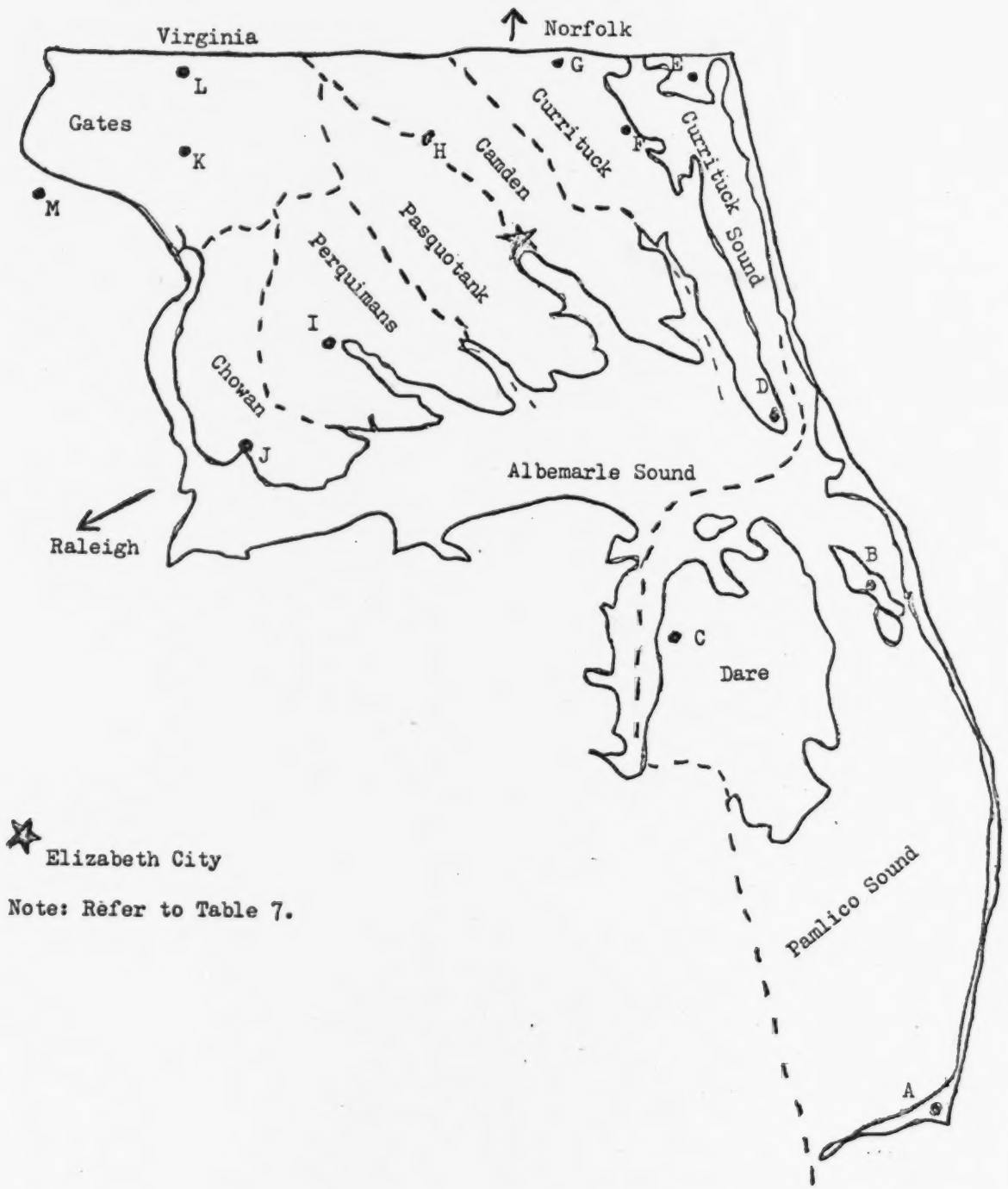


Note: Refer to Table 6 for Town and Township names.

Table 7. Distances From COA to Points Within The Albemarle Area and Certain Population Centers

To	Approximate Miles
A. Hatteras	138
B. Manteo	66
C. East Lake	88
D. Point Harbor	41
E. Knotts Island	24 Plus free ferry
F. Currituck	21
G. Moyock	25
H. South Mills	13
I. Hertford	17
J. Edenton	31
K. Gatesville	35
L. Drum Hill	42
M. Winton (Hertford Co.)	48
Norfolk	45
Raleigh	160

Figure 2. Population Centers in the Albemarle Area



Note: Refer to Table 7.

16. Over one-half of all the families in the area earned less than $3,000 in 1960, and by most classifications this could be considered as living in poverty. Less than 5 per cent of all families earned more than $10,000 that same year. The per capita income of the inhabitants of the area was $1,300 in 1962, only three-fourths of the statewide average. Recent surveys indicate, however, that progress is being made in upgrading income levels. The proportion of households earning $10,000 or more in 1967 ranged from 8.5 to 19.3 per cent in the various counties. During the same year the range of households earning less than $3,000 was 25.9 to 44.9 percent (Table 8).
17. The county in the service area with the highest per capita income (Pasquotank) ranked forty-fifth in the state in 1967 and the county with the lowest per capita income (Gates) ranked ninety-ninth among other counties in the state.
18. The Economic Improvement Council surveyed more than 5,000 persons in the seven-county area in 1968 and found that more than 3,500 families had an annual income of less than $3,000 dollars and more than 1,500 families had an income of less than $1,000 annually. Even though the sampling procedure used by EIC is questionable, their study indicated the intensity of the poverty problem in the area.[8]

Table 8. Per Capita Income and 1966 Statewide Rank, and Percent of Households with Certain Incomes in 1967 by County.

County	Per Capita Income (1966)	Per Capita Income Rank (Statewide)-1966	Percent of Households with Less Than $3,000 (1967)	Percent of Households with Over $10,000 (1967)
Camden	$ 1,410	85	36.0	15.0
Chowan	$ 1,654	59	36.8	12.6
Currituck	$ 1,583	70	27.9	18.3
Dare	$ 1,494	75	27.2	17.3
[illegible]	$ 1,156	99	44.9	10.8
Pasquotank	$ 1,870	45	25.9	19.3
Perquimans	$ 1,425	81	42.3	8.5

Source: Coastal Plains Regional Commission, Occupational Education and Manpower in the Coastal Plains Region of North Carolina, Raleigh, 1969, and North Carolina Employment Security Commission, 1967 North Carolina Work Force Estimates, Bureau of Employment Security Research, Raleigh, 1968.

19. Of the five counties in the area participating in the North Carolina Department of Public Welfare Surplus Commodities program in 1968, Perquimans County had a higher percentage of its population receiving surplus food than any other county. Only six counties in the state had a larger proportion of their population participating in the program than Perquimans County. As might be expected, a large number of persons from Pasquotank County participated in the program (745 people), but those people represented only 5.9 per cent of the county population. That percentage was, however, larger than the state average of 5.2 per cent (Table 9).
20. The rate of unemployment also gives an indication of socio-economic status. During the years 1962 to 1967, the counties in the Albemarle area almost consistently had a higher unemployment rate than the annual state average.

Educational Data

1. The largest schools in the area are in the counties with major population centers - Pasquotank County and Chowan County. Many of the schools are small and some high schools have extremely small senior classes. The size of senior class ranges from 18 in Currituck High School to 147 students in Elizabeth City High School (Table 10).
2. Taken as a group, a variety of vocational courses are offered in the area high schools. However, enrollment in the 1968-1969 school year was rather small in most vocational courses other than business and agriculture. Typing and bookkeeping are offered in at least one high school in each county. Shorthand and office practice are taught

Table 9. Persons Receiving Surplus Commodities by County, 1968

County	Persons Receiving Surplus Commodities	Percent of 1968 County Population
Camden	218	14.8
Chowan	No Program	-
Currituck	137	11.2
Dare	No Program	-
Gates	164	11.2
Pasquotank	745	5.9
Perquimans	455	16.4
North Carolina	82,939	5.2

Source: North Carolina Department of Public Welfare, Raleigh.

Table 10. Public School Enrollment and Size of Senior Class by School and County, and County Enrollment as Percent of Area Enrollment, 1968-69 School Year.

Schools	Grades	Size of Senior Class	Enrollment	County Total	Percent of Total Area Enrollment
Camden County				1467	7.9
Anderson	1-12	39	605		
Camden	5-12	48	581		
Grandy	1-4		281		
Chowan				3031	16.4
Chowan	5-12	28	509		
Walker	1-3, 7-12	84	1203		
Holmes	7-12	71	515		
Swain	4-6		594		
White Oak	1-4		210		
Currituck County				1596	8.6
Knapp	9-12	51	304		
Currituck	1-12	18	431		
Moyock	1-8		411		
Grigg	1-8		357		
Knotts Island	1-7		93		
Dare County				1389	7.5
Manteo	1-12	40	843		
Cape Hatteras	1-12	18	398		
Kitty Hawk	1-8		148		
Gates County				2419	13.0
Central	7-12	76	641		
Gates	7-12	63	485		
Cooper	1-6		409		
Buckland	1-6		486		
Gatesville	1-6		201		
Sunbury	1-6		197		
Perquimans County				2301	12.4
Perquimans	8-12	67	503		
Perquimans Union	1-12	66	739		
Hertford	1-7		310		
King Street	1-8		337		
Central	1-7		412		

Table 10(cont'd)

Schools	Grades	Size of Senior Class	Enrollment	County Total	Percent of Total Area Enrollment
Pasquotank County				6329	34.2
Central	1-12	99	1379		
Elizabeth City	7-12	147	1081		
Pasquotank	1-8		997		
Trigg	1-6		536		
Sawyer	1-3		157		
Jones	1-6		131		
Sheep-Haney	1-6		888		
Weeksville	1-8		232		
Moore	7-12	123	928		
Total			18,532	18,532	99.7

Source: Principal's Annual Report. Department of Public Instruction, Division of Publications, Raleigh, 1968-69.

in six of the seven counties. A wide variety of business oriented courses are offered in almost all counties. Camden, Currituck, Pasquotank and Gates Counties also offer a variety of agriculture oriented courses (Table 11).

3. During the 1968-69 academic year, only seven non-business or non-agriculture courses taught in any of the high schools were directed specifically toward employment training. The courses were bricklaying, commercial cooking, construction, internal combustion engines, mechanical drawing, technical drafting, and metals. Construction was the only one of the courses being taught in more than one school.
4. Pasquotank County graduates more high school seniors than any other school in the area, and this is expected to continue in the future. All counties in the area exhibited an increase in the annual number of graduates for the past ten years except Currituck (Table 12).
5. Projections of the number of high school graduates in the next ten years indicate that many of the counties will experience an increase in high school graduates in the middle 1970's followed by a decline by 1980. Some of the projected declines will mean that some high schools will be graduating fewer students in 1980 than they are at present.
6. The proportion of high school students graduating who were enrolled in fifth grade classes increased for the area over the past ten years. This means that the dropout rate has decreased. In 1968 the dropout rate (based on the number of fifth grade enrollees) ranged from a low of 28 percent in Dare County to a high of 49 per cent in Currituck County. However, the dropout rate did not decrease steadily

Table 11. Enrollment in Vocational Courses in Public High Schools by Type of Course and County, 1968-1969 School Year.

Course	Camden	Chowan	Currituck	Dare	Gates	Perquimans	Pasquotank	Total
Basic Business	47	42		19	32			140
Bookkeeping	57	49	10	33	73	49	175	446
Business Arithmetic		50	28					78
Business Communications			29					29
Business Machines					23			23
Office Practice	10	13		8	55	19	22	127
Shorthand		30	34	15	25	18	36	158
Typing	84	202	111	122	152	178	390	1239
Agriculture	105	120	86		144	162	159	776
Agricultural Construction	19		19		15		15	68
Agricultural Machines & Equip.	22		6		19			47
Agricultural Mechanics							34	34
Crop & Soil Technology							10	10
Family Life		51		12	17		32	112
Forestry							21	21
Home Economics	120	212	158	80	157	159	263	1149

Table 11 (cont'd)

Course	Camden	Chowan	Currituck	Dare	Gates	Perquimans	Pasquotank	Total
Bricklaying	19							19
Commercial Cooking			46					46
Construction		35	27			48		110
Distributive Ed.							63	63
Industrial Arts				83			79	162
Industrial Cooperative Training							55	55
Internal Combustion Engines			24					24
Introduction to Vocations		108	79			71		258
Mechanical Drawing				16			8	24
Metals		51						51
Technical Drafting		72						72
Total	464	1054	657	388	712	704	1362	5341

Source: Principal's Annual Report, Department of Public Instruction, Division of Publications, Raleigh, 1968-69.

Table 12. High School Graduates by County, 1960 to 1969 and Projections of High School Graduates by County, 1970 to 1980.

Graduates and Year	Camden	Chowan	Currituck	Dare	Gates	Pasquotank	Perquimans
Actual Graduates							
1960	50	105	75	43	91	236	126
1961	59	137	78	66	114	300	119
1962	63	139	83	66	133	254	122
1963	61	117	84	56	114	280	102
1964	65	119	76	57	131	292	140
1965	68	165	78	61	142	337	154
1966	96	195	94	74	165	345	149
1967	76	171	72	68	130	327	117
1968	85	167	63	89	130	230	127
1969	86	183	66	60	142	352	145
Projected Graduates							
1970	66	211	64	74	139	340	152
1971	84	172	57	69	147	368	139
1972	96	217	73	81	141	384	156
1973	86	189	72	80	170	393	149
1974	83	248	70	69	147	378	170
1975	94	233	64	67	153	369	137
1976	94	249	64	81	134	402	154
1977	86	220	61	82	119	364	155
1978	100	236	52	75	127	366	134
1979	87	237	59	76	118	399	117
1980	84	216	57	72	118	357	112

Sources: North Carolina Department of Statistical Services, Raleigh, N.C., and Board of Higher Education. High School Graduate Projections for North Carolina Counties to 1980. Research Report 2-69. North Carolina, Raleigh. April, 1969.

over the past eight years for any county in the area as it did for the state as a whole (Table 13).

7. A larger percent of 1960 graduates from Pasquotank and Chowan Counties participated in post-secondary education than students from the other counties, whereas a larger per cent of the graduates in Perquimans and Gates Counties became employed directly after high school. In the same class a smaller proportion of graduates in the seven-county area attended trade, business, or nursing schools than did North Carolina students as a whole, except students from Chowan County (Table 14).
8. Bureau of the Census data for 1960 show that approximately 57 per cent of the total area population now over 35 years of age have had no education beyond the eighth grade. Approximately 10 per cent of the same group have had between 9 and 11 years of education and about 16 percent have completed high school. Pasquotank County inhabitants over 35 years old have a higher educational level than the population in the other counties and the population of Camden County has the lowest educational level (Table 15).
9. The median years of education for males over 35 years old is approximately eight grades and for females the median is approximately nine grades. Only about four per cent of the nonwhites have any education beyond the high school level. Compared to the state averages, the population of the Albemarle area has a lower educational level, fewer people graduate from high school, and fewer go on to post-secondary education.

Table 13. Percent of Fifth Grade Enrollees Graduating From High School* by County and State, 1960 to 1968.

Year	County							
	Camden	Chowan	Currituck	Dare	Gates	Pasquotank	Perquimans	State
1960	38.8	43.6	53.2	44.3	43.5	49.8	53.4	49.9
1961	45.0	48.2	46.7	58.9	47.9	55.6	54.8	51.9
1962	44.4	46.3	46.1	53.9	55.4	46.3	59.2	52.1
1963	43.0	46.8	60.0	46.7	48.7	48.6	50.2	53.5
1964	47.4	42.8	57.1	43.8	54.8	56.5	62.8	56.1
1965	45.3	49.7	47.3	53.0	58.4	57.4	64.7	60.1
1966	76.8	56.7	58.0	65.5	61.1	59.2	65.9	61.2
1967	56.3	57.4	59.0	63.6	60.5	54.5	55.2	62.1
1968	65.4	58.4	51.2	72.4	61.6	57.9	57.7	63.2

*Note: The dropout rate is calculated by subtracting the per cent of fifth grade enrollees that graduate (the base) from one-hundred

Source: William W. Peek. Statistical Report. Drop-outs, North Carolina Public Schools. Statistical Services. State Department of Public Instruction. Raleigh, N. C. Reports on 1960-1968.

Table 14. Post High School Activity of 1968 Graduates by Percent of County Graduates Entering Various Activities and by County.

Percent of County Graduates

County	Senior College	Junior College	Trade Business Nursing School	Military Service	Employed	Others
Camden	22.4	24.7	9.4	5.9	24.7	12.9
Chowan	21.0	12.0	21.6	0.6	28.0	16.8
Currituck	22.2	17.5	4.8	20.6	23.8	11.1
Dare	30.3	14.6	9.0	6.7	18.0	21.4
Gates	32.3	6.2	8.5	1.5	38.5	13.0
Pasquotank	29.4	20.3	13.1	4.4	21.9	10.9
Perquimans	29.1	8.7	1.6	3.9	31.5	25.2
North Carolina	27.8	10.6	15.7	4.6	29.4	11.9

Source: North Carolina Department of Public Instruction, Follow-Up Survey of North Carolina High School Graduates: Class of 1968. Statistical Services, Raleigh, 1969.

Table 15. Educational Level of Adult Population Twenty-Five Years Old and Over in 1960, By County

Percent at Each Level and Median Years of Education

Educational Level and Group	Camden	Chowan	Currituck	Dare	Gates	Pasquotank	Perquimans	State
TOTAL								
8 years or less	63.3	58.2	57.4	51.8	60.4	50.4	51.7	50.7
High school 1-3 yrs.	13.0	15.6	17.6	19.8	13.3	17.8	17.8	17.0
High school 4 yrs.	15.5	15.9	15.3	17.6	16.8	19.8	16.6	18.9
Beyond high school	8.2	10.3	9.7	10.8	9.5	12.0	8.5	13.4
Median Years	7.9	8.0	8.4	8.9	7.8	8.9	8.0	8.9
NONWHITE								
8 years or less	78.5	78.3	80.3		78.4	69.3	73.8	70.7
High school 1-3 yrs.	8.3	11.8	10.6	Not	10.3	14.1	16.0	14.6
High school 4 yrs.	8.7	5.9	6.7	Avail-	7.9	7.3	7.4	8.7
Beyond high school	4.5	4.0	2.4	able	3.4	9.3	2.8	6.0
Median Years	6.6	6.5	5.5		6.6	7.0	6.5	7.0
MALE								
8 years or less	69.8	62.9	63.3	56.6	68.2	54.8	65.1	54.6
High school 1-3 yrs.	10.6	14.9	17.7	18.5	14.4	16.1	16.3	16.2
High school 4 yrs.	11.3	12.9	10.8	15.6	11.5	17.6	11.9	16.0
Beyond high school	8.3	9.3	8.2	9.3	5.9	11.5	6.7	13.2
Median Years	7.3	7.6	8.0	8.5	7.2	8.4	7.4	8.5

Table 15 (cont'd)

Percent at Each Level and Median Years of Education

Educational Level and Group	Camden	Chowan	Currituck	Dare	Gates	Pasquotank	Perquimans	State
FEMALE								
8 years or less	55.8	54.0	51.6	47.0	53.5	46.6	49.4	47.2
High school 1-3 yrs.	16.9	16.1	17.5	21.2	12.3	19.3	19.2	17.8
High school 4 yrs.	19.3	18.7	19.8	19.5	21.7	21.5	21.2	21.5
Beyond high school	8.0	11.2	11.1	12.3	12.5	12.6	10.2	13.5
Median Years	8.4	8.6	8.9	9.4	8.6	9.5	9.1	9.5

Source: U. S. Bureau of the Census. North Carolina General Social and Economic Characteristics, 1960. U. S. Government Printing Office, Washington, D. C., 1961.

10. About 80 per cent of the COA students reside in the Albemarle area and 7.3 per cent of the students have permanent residence in other North Carolina Counties. Approximately 11 per cent of the students are Virginia residents (Table 16).
11. The number of students in technical education programs at COA has increased from 10 students in 1964 to 100 students in 1969. The number of students in vocational education programs, however, has not materially increased since 1964. There were 61 students enrolled in vocational programs in 1969. The annual number of graduates of various technical and vocational programs has generally shown little increase over the past six years. The largest gain in number of graduates is in the College Transfer program (Tables 17 and 18).
12. In addition to COA, Elizabeth City State University, a predominantly black four-year institution, is located in the area. In some program areas, the two institutions apparently compete for black students.

Industrial and Occupational Structure

1. The majority of manufacturing firms in the area are located in Pasquotank County (38 firms and 1900 employees) and Chowan County (21 firms and 1200 employees). There are approximately 31 other manufacturing firms in the remaining counties and those firms employ approximately 750 workers. Thus employment in manufacturing is negligible except in Elizabeth City and Edenton (Table 19).
2. The principle types of manufacturing in the area are textiles, furniture, veneer and lumber, agricultural feeds and chemicals,

Table 16. Permanent Residence of COA Students by County, Area, and State, 1969

Area	Number of Students	
Camden County	54	
Chowan County	68	
Currituck County	28	
Dare County	32	
Gates County	7	
Pasquotank County	330	
Perquimans County	70	
Total Albemarle Area		589
Other North Carolina Counties	54	
Total North Carolina		643
Virginia	83	
Other States	11	
Total Out-of-State		94
Total Students		737

Source: Registrar, College of the Albemarle

Table 17. Fulltime Student Enrollment by Program, 1964 to 1969.

Program	1964	1965	1966	1967	1968	1969
College Transfer (Liberal Arts and Business Administration)	187	341	370	434	405	404
Technical	10	27	54	52	94	100
Secretarial	-	-	-	-	38	46
Drafting Technology	-	-	-	22	21	18
Electronics Technology	-	-	-	30	18	25
Teacher Aide	-	-	-	-	17	11
Vocational	56	67	43	50	68	61
Automative	-	-	-	7	13	18
Machinist	-	-	-	18	25	10
Machinist (Advanced)	-	-	-	-	3	3
Practical Nurse Education	-	-	-	25	28	28
Radio-TV Repair	-	-	-	-	2	2
Total	240	429	480	536	570	565

Source: Registrar, College of the Albemarle

Note: Prior to 1967 there was no breakdown by individual program of study. Enrollment figures available show a distinction between College Transfer, Technical and Vocational only.

Table 18. COA Graduates by Program, 1965 to 1969.

Program	1965	1966	1967	1968	1969	Total
College Transfer (Liberal Arts and Business Administration)	23	43	48	56	76	246
Technical						
Secretarial					4	4
Drafting Technology		1	1	2	4	8
Electronics Technology		2	5	5	1	13
Teacher Aid					1	1
Vocational						
Automotive	2	4	9	3	6	24
Machinist	4	4	6	10	13	37
Machinist (Advanced)				2	3	5
Practical Nurse Education	20	17	26	17	18	98
Radio-TV Repair	2	4	0	0	5	11
Total	51	75	95	95	131	447

Source; Registrar, College of the Albemarle

Table 19. Manufacturing Firms in the Albemarle Area by County, Type and Number of Persons Employed, January 1970.

County	Type of Manufacturing	Number of Persons Employed
Camden	Logging Camp	1-25
Chowan	Miscellaneous Food Preparations	51-100
	Bottled Soft Drinks	1-25
	Candy Production	1-25
	Grain Mill	1-25
	Candy Production	51-100
	Canned Sea Food	101-250
	Yarn Mill (spinning)	101-250
	Textile Finishing	51-100
	Planing Mill	26-50
	Veneer Production	51-100
	Millwork (wood)	1-25
	Sawmill and Planing	1-25
	Miscellaneous Wood Products	26-50
	Newspaper Printing	1-25
	Fertilizer Mixing	1-25
	Paving Mixtures	1-25
	Fabricated Metal Products	1-25
	Farm Machinery	26-50
	Boat Building	101-250
	Carbon Paper	51-100
	Secondary Smelting	1-25
Currituck	Sawmill and Planing	1-25
	Sawmill and Planing	26-50
	Boat Building	1-25
	Miscellaneous Plastics	1-25
	Frozen Packaged Seafood	1-25
	Frozen Packaged Seafood	1-25
	Manufactured Ice	1-25
	Logging Camp	26-50
	Newspaper Printing	1-25
	Pottery Products	1-25
	Ready Mixed Concrete	1-25
Gates	Sawmill and Planing	26-50
	Sawmill and Planing	26-50
	Sawmill and Planing	1-25
	Logging Camp	1-25
	Newspaper Printing	26-50

Table 19 (cont'd)

County	Type of Manufacturing	Number of Persons Employed
Gates	Mill Products (Feeds)	1-25
	Mill Products (Feeds)	1-25
	Hardwood Planing	1-25
Pasquotank	Mill Products (Feeds)	1-25
	Bottled Drinks	26-50
	Bottled Drinks	26-50
	Frozen Seafood	1-25
	Ice Cream	1-25
	Sausage	1-25
	Manufactured Ice	1-25
	Yarn Mill	101-250
	Yarn Mill	101-250
	Womens Hosiery	101-250
	Fabricated Canvas	1-25
	Girls Underwear	251-500
	Logging Camp	1-25
	Logging Camp	1-25
	Logging Camp	1-25
	Wood Containers	51-100
	Veneer Production	26-50
	Sawmill and Planing	251-500
	Sawmill and Planing	26-50
	Sawmill and Planing	26-50
	Sawmill and Planing	1-25
	Sawmill and Planing	1-25
	Miscellaneous Wood Products	1-25
	Wood Furniture	1-25
	Wood Furniture	251-500
	Commercial Printing	1-25
	Commercial Printing	1-25
	Typesetting	1-25
	Newspaper Publishing	26-50
	Fertilizer Mixing	1-25
	Explosives	1-25
	Concrete Blocks	1-25
	Ready Mixed Concrete	1-25
	Sheet Metal Work	1-25
	Sheet Metal Work	1-25
	Miscellaneous Machinery	51-100
	Miscellaneous Machinery	1-25
	Boat Building	1-25
	Boat Building	51-100

Table 19 (cont'd)

County	Type of Manufacturing	Number of Persons Employed
Perquimans	Logging Camp	1-25
	Logging Camp	1-25
	Logging Camp	1-25
	Sawmill and Planing	1-25
	Millwork	1-25
	Truck Bodies	1-25
	Men's & Boy's Clothing	101-250
	Fertilizer Mixing	1-25
	Veneer Products	26-50
	Veneer Products	26-50

Source: North Carolina Department of Labor, 1968 North Carolina Directory of Manufacturing Firms. Division of Statistics, Raleigh, 1968 (and 1970 Supplement).

paper and related products, boats, and food processing. Most of the industries employ relatively low skilled labor and pay low wages.

3. Most of the new manufacturing that has been introduced into the area in the past decade has located in Edenton. During the past decade manufacturing growth has been insignificant in all of the counties except Chowan County. The Industrial and Trade Division of the North Carolina Department of Conservation and Development attributes the lack of new manufacturing in part, to the unavailability of skilled labor in the local area and to the lack of aggressive local leadership.
4. Employment Security Commission offices in Elizabeth City and Edenton report present employment opportunities in the area for skilled and semiskilled workers in the following occupational fields but a shortage of personnel qualified to fill the positions: automobile mechanic and related jobs; the building trades including carpentry, plumbing, electrical installation, and masonry; welding and sheet metal work; and retail salesmanship including cashiers, clerks and stock personnel.
5. There were approximately 22,355 persons employed in the area in 1962 and 22,960 persons were employed in 1967, indicating a slight increase in total employment during the five-year period (Table 20).
6. In addition to employment in agriculture and manufacturing, about 4,000 people worked in public administration, about 6,460 worked in nonmanufacturing jobs, and 4,400 were employed in other industries in 1967.

Table 20. Annual Work Force Estimates by County and Type of Employment, 1962, 1964, 1966, and 1967.

	CAMDEN				CHOWAN			
	1962	1964	1966	1967	1962	1964	1966	1967
Total Employment	1,135	1,175	970	910	3,720	3,900	4,140	4,380
Manufacturing	30	20	20	20	580	650	930	1,130
Non-Manufacturing	100	110	80	90	970	1,010	1,100	1,150
Public Administration	140	150	140	140	350	370	430	470
Agricultural	630	640	520	430	1,270	1,260	1,020	940
Other	235	255	210	230	550	610	660	690
Rate of Unemployment	13.7	14.5	8.5	12.5	7.7	5.8	4.4	3.9
Aver. Wkly. Earnings Per Worker	47.43	49.05	53.02	57.54	54.11	62.76	71.85	76.72

	CURRITUCK				DARE			
	1962	1964	1966	1967	1962	1964	1966	1967
Total Employment	1,460	1,470	1,490	1,420	1,670	1,800	2,050	2,230
Manufacturing	80	40	50	50	90	100	120	110
Non-Manufacturing	230	280	290	300	670	790	840	990
Public Administration	330	330	290	270	330	320	380	390
Agricultural	520	520	540	500	30	30	20	20
Other	300	300	320	300	550	560	690	720
Rate of Unemployment	10.4	12.5	7.5	6.6	9.2	7.2	6.4	6.3
Aver. Wkly. Earnings Per Worker	56.99	65.68	66.14	69.30	60.95	63.88	70.20	77.09

Table 20 (cont'd)

	GATES				PASQUOTANK			
	1962	1964	1966	1967	1962	1964	1966	1967
Total Employment	2,370	2,360	2,220	2,090	9,220	9,760	9,170	9,220
Manufacturing	230	220	280	250	2,220	2,380	1,670	1,850
Non-Manufacturing	260	280	270	290	2,900	2,990	3,170	3,070
Public Administration	280	290	320	300	1,380	1,500	1,890	1,980
Agricultural	1,250	1,190	970	910	1,120	1,110	900	830
Other	350	380	380	340	1,600	1,780	1,540	1,490
Rate of Unemployment	4.8	4.1	3.1	3.7	7.8	7.1	6.2	5.7
Aver. Wkly. Earnings Per Worker	50.44	55.97	61.29	63.94	62.80	70.61	69.32	76.66

	PERQUIMANS			
	1962	1964	1966	1967
Total Employment	2,780	2,930	2,780	2,730
Manufacturing	270	290	300	280
Non-Manfacturing	470	500	560	570
Public Administration	290	350	380	420
Agricultural	1,220	1,170	950	890
Other	530	620	590	570
Rate of Unemployment	5.8	4.6	2.5	3.5
Aver. Wkly. Earnings Per Worker	49.99	54.59	59.48	63.37

Source: Employment Security Commission of North Carolina, North Carolina Work Force Estimates, 1968, Bureau of Employment Security Research, Raleigh, 1968.

7. A more precise categorization of the work force estimate shows that in 1968 the following numbers of persons were employed in various industries: manufacturing, 3,630; construction, 740; transportation, communications and public utilities, 550; trade, 3,300; finance, insurance, and real estate, 570; service, 1,190; government (including military personnel), 4,097; other nonmanufacturing, 110; agriculture, 4,090; and all other employment, 4,340. Thus the total employment for 1968 was 23,170. The unemployment rate in 1968 was 5.1 per cent (1,260 people).[9]

8. As of September 15, 1969, according to ESC data, there were approximately 380 experienced industrial (manufacturing) workers, of which 275 were females, seeking employment in the seven-county area. The data also showed that there was an estimated recruitable labor force in the area of about 1,000 persons (470 males and 525 females) who had some work experience other than in manufacturing and 1,030 persons (360 males and 670 females) who had no experience but were referable for training. In general the recruitable and referable labor supply is made up of persons currently seeking employment as well as potential job seekers. Persons in those categories include the unemployed, persons with less than full-time employment, individuals holding jobs which do not utilize their highest potentials, school dropouts, returnees from military service, housewives who would join the labor force if job opportunities were available, workers who are now commuting to jobs in other areas but who prefer local employment, young people who expect to find jobs upon completion of their schooling, and agricultural workers who are interested

in industrial jobs. The same source cited above also reported that approximately 165 males and 200 females enter the labor force each year as new graduates of the area high schools (Table 21).

9. In an attempt to more effectively plan occupational education programs throughout the state, the North Carolina Department of Community Colleges has assembled preliminary data concerning occupational projections for the next ten years. Those data show that the greatest demand for employees in the Albemarle area in 1980 will be within the following occupational groupings: School teachers and related professionals; clerical and kindred workers; drivers, deliverymen and kindred operatives; and food service and related service workers. Demand will be low for medical and health workers, and for craftsmen (Table 22).

10. Between 1944 and 1964, the number of farms in the area declined from 5,674 to 2,661, a loss of 47 per cent. The average farm size increased, however, from 86 to 164 acres, an increase of over 52 per cent. During the same period of time, the acres harvested decreased by 14,753 acres and the total acres in farms decreased by 50,998 acres (Table 23).

11. The per farm value of land and buildings increased from $10,359 in 1954 to $34,340 in 1964, a rise of 231 per cent.[10]

12. The estimated agricultural employment in 1967 involved approximately 4,520 people; that employment accounted for a little less than 20 per cent of the total area employment. However, employment in agriculture declined in the area by approximately 30 per cent from 1950

Table 21. Estimated Recruitable Labor For Industrial Development by County, September, 1969.

County	Total	Type of Worker							
		Experienced Manufacturing Workers		All Other Experienced Workers		Inexperienced But Referable And Trainable		High School Graduates Entering the Labor Force Annually	
		Male	Female	Male	Female	Male	Female	Male	Female
Camden	200	30	0	50	20	55	45	10	20
Chowan	595	10	115	115	135	65	155	37	47
Currituck	200	35	0	40	15	50	60	12	11
Dare	175	5	35	15	25	30	65	8	12
Gates	340	15	85	45	75	50	70	42	26
Pasquotank	435	0	0	55	95	90	195	30	45
Perquimans	460	10	40	150	160	20	80	26	40
Area Totals	2,405	105	275	470	525	360	670	165	201

Source: Employment Security Commission of North Carolina, Bureau of Employment Security Research, Raleigh, N. C. 1969.

Table 22. Occupational Projections by County, and Area 1970 and 1980.

Occupational Grouping	CAMDEN		CHOWAN	
	1970	1980	1970	1980
Professionals, Tech. & Kindred				
Engineers, Technical	18	13	17	22
Medical, Other Health Workers	12	15	36	45
Teachers, Elem. & Sec. Schools	26	31	161	183
Other Prof., Tech. & Kindred	50	68	141	188
Managers, Proprietors & Officials	74	82	361	391
Clerical & Kindred Workers				
Stenos, Typists & Secretaries	36	46	71	89
Other Clerical & Kindred Workers	110	132	221	263
Sales Workers	168	189	334	373
Craftsmen, Foremen & Kindred				
Construction Craftsmen	101	106	151	156
Mechanics & Repairmen	70	87	155	190
Metal Craftsmen, Excl. Mech.	20	19	38	37
Other Craftsmen & Kindred	39	45	115	133
Operatives & Kindred Workers				
Drivers & Deliverymen	142	159	195	216
Other Operatives & Kindred	283	308	629	675
Service Workers				
Private Household	135	125	264	241
Protective Service Workers	0	0	41	51
Food Service Workers	23	29	96	118
Other Service Workers	66	86	184	235
Laborers, Except Farm & Mine	118	113	334	317
Farmers & Farm Workers	317	249	737	575
Total	1,808	1,902	4,281	4,498

Table 22 (cont'd)

	CURRITUCK		DARE	
	1970	1980	1970	1980
Professionals, Tech. & Kindred				
Engineers, Technical	6	8	22	33
Medical, Other Health Workers	18	25	18	22
Teachers, Elem. & Sec. Schools	80	98	44	48
Other Prof., Tech. & Kindred	83	119	79	105
Managers, Proprietors & Officials	135	158	301	317
Clerical & Kindred Workers				
Stenos, Typists & Secretaries	66	89	31	40
Other Clerical & Kindred Workers	113	144	144	174
Sales Workers	144	172	120	130
Craftsmen, Foremen & Kindred				
Construction Craftsmen	222	247	160	154
Mechanics & Repairmen	119	155	111	141
Metal Craftsmen, Excl. Mech.	14	14	6	7
Other Craftsmen & Kindred	60	74	67	77
Operatives & Kindred Workers				
Drivers & Deliverymen	89	105	60	66
Other Operatives & Kindred	235	271	194	212
Service Workers				
Private Household	188	105	48	39
Protective Service Workers	43	59	19	24
Food Service Workers	43	58	118	135
Other Service Workers	98	135	106	134
Laborers, Except Farm & Mine	243	248	333	289
Farmers & Farm Workers	424	356	9	6
Total	2,423	2,640	1,990	2,153

Table 22 (cont'd)

	GATES		PASQUOTANK	
	1970	1980	1970	1980
Professionals, Tech. & Kindred				
Engineers, Technical	5	8	11	14
Medical, Other Health Workers	18	13	193	240
Teachers, Elem. & Sec. Schools	135	155	322	363
Other Prof., Tech. & Kindred	54	72	397	525
Managers, Proprietors & Officials	155	170	798	859
Clerical & Kindred Workers				
Stenos, Typists & Secretaries	44	57	211	266
Other Clerical & Kindred Workers	155	186	812	955
Sales Workers	104	118	787	872
Craftsmen, Foremen & Kindred				
Construction Craftsmen	126	131	538	552
Mechanics & Repairmen	135	165	355	428
Metal Craftsmen, Excl. Mech.	16	14	87	82
Other Craftsmen & Kindred	68	80	349	399
Operatives & Kindred Workers				
Drivers & Deliverymen	191	214	483	533
Other Operatives & Kindred	385	417	1229	1308
Service Workers				
Private Household	136	125	580	527
Protective Service Workers	30	38	163	204
Food Service Workers	16	20	275	335
Other Service Workers	33	42	502	636
Laborers, Except Farm & Mine	285	273	592	556
Farmers & Farm Workers	738	581	616	476
Total	2,829	2,879	9,300	10,130

Table 22 (cont'd)

	PERQUIMANS		AREA TOTAL	
	1970	1980	1970	1980
Professionals, Tech. & Kindred				
Engineers, Technical	0	0	79	98
Medical, Other Health Workers	13	18	308	378
Teachers, Elem. & Sec. Schools	91	108	859	986
Other Prof., Tech. & Kindred	80	110	884	1187
Managers, Proprietors & Officials	268	300	2,092	2,277
Clerical & Kindred Workers				
Stenos, Typists & Secretaries	58	76	517	663
Other Clerical & Kindred Workers	128	156	1,683	2,010
Sales Workers	206	237	1,863	2,091
Craftsmen, Foremen & Kindred				
Construction Craftsmen	81	86	1,379	1,432
Mechanics & Repairmen	83	105	1,028	1,271
Metal Craftsmen, Excl. Mech.	22	21	203	194
Other Craftsmen & Kindred	62	74	760	882
Operatives & Kindred Workers				
Drivers & Deliverymen	194	233	1,354	1,516
Other Operatives & Kindred	386	427	3,341	3,618
Service Workers				
Private Household	174	164	1,525	1,326
Protective Service Workers	30	40	326	416
Food Service Workers	52	66	623	761
Other Service Workers	117	154	1,106	1,422
Laborers, Except Farm & Mine	190	186	2,095	1,982
Farmers & Farm Workers	760	611	3,601	2,854
Total	2,995	3,162	25,626	27,364

Source: Preliminary Planning Data, North Carolina Department of Community Colleges.

Table 23. Number of Farms, Acres in Farms, Average Size of Farms, and Acres Harvested in the Albemarle Area, 1944, 1954, and 1964.

Year	Number of Farms	Acres in Farms	Average Size	Acres Harvested
1944	5674	487,000	85.8	226,613
1954	4757	489,638	102.9	223,870
1964	2661	436,002	163.8	211,860

Source: U. S. Bureau of the Census, Census of Agriculture, 1950 and 1964.

to 1960 and the rapid decline in agricultural employment is continuing. (Table 24).

13. Agricultural employment in Camden and Gates counties account for about 45 per cent of the total employment in each of those counties. Only 20 people are employed in agriculture in Dare County. The per cent of the labor force employed in agriculture in the other three counties, Pasquotank, Chowan, Currituck, and Perquimans, is 9, 21, 35, and 33 per cent, respectively.

14. In 1959 cash farm receipts in the area totaled less than 31 million dollars. By 1964 receipts reached 38 million dollars, reflecting a 24 per cent increase over the 1959 level.

15. The area is undergoing an agricultural transition, with a dramatic shift from row-crops to field crops and livestock. For example, the number of acres of Irish potatoes harvested annually decreased by 52 per cent between 1959 and 1964, while bushels of oats harvested increased by more than 300 per cent. Similar changes have occurred in other major crops grown in the area and livestock production continues to increase. As a consequence of these phenomena, a large

Table 24. Total Labor Force 1962 and 1967, and Distribution of Agricultural Employment 1962 and 1967, by County and Area.

County	Total Labor Force 1962 Number	Total Labor Force 1967 Number	Agricultural Employment 1962 Number	Agricultural Employment 1962 Percent	Agricultural Employment 1967 Number	Agricultural Employment 1967 Percent
Camden	1,135	910	630	55.5	430	47.3
Chowan	3,720	4,380	1,270	34.1	940	21.5
Currituck	1,460	1,420	520	35.6	500	35.2
Dare	1,670	2,230	30	1.8	20	0.0
Gates	2,370	2,090	1,250	52.7	910	43.5
Perquimans	2,780	2,730	1,220	43.9	890	32.6
Pasquotank	9,220	9,220	1,120	12.1	830	9.0
Total	22,355	22,980	6,040	27.0	4,520	19.7

Source: Employment Security Commission of North Carolina and Bureau of Employment Security Research, North Carolina Work Force Estimates, 1968 by County, Defined Multi-County Labor Area, State. Raleigh, North Carolina, August, 1968.

proportion of the persons who previously worked on farms have discovered that their skills are now obsolete. These trends also indicate fewer employment opportunities in agriculture (Table 25).

16. The number of tenant operated farms decreased by 307 between 1959 and 1964, a decline of 38 per cent. This decrease is typical in agriculture throughout the South and is likely to continue (Table 26).

17. In 1964 there were over 780,000 acres in commercial forest lands in the Albemarle area representing 60 per cent of the total land area (Table 27). Approximately 60 per cent of the woodlands are owned by pulp and paper companies, and the remaining woodlands are owned by farmers and other private owners. In 1964 farmers realized over one-half million dollars from the sale of forest products.

18. Forestry employment, including manufacturing associated with forest products, is estimated to provide over 1,000 jobs in the area. This represents about 4.2 per cent of the total employment. However, there has been a gradual decline in forestry employment during the past three decades. The major reasons for the decline are the trends toward mechanization and corporate ownership and management.[11]

19. There are 32 forestry and forestry related manufacturing firms in the area including logging camps and veneer plants; however, over half of the firms employ less than 25 people each.

20. Five seafood processing plants are located within the area. Four of the plants employ less than 25 people each and the largest plant, located in Chowan County, employs 100 to 250 people on a seasonal basis. Generally, seafood processing provides about 300 jobs in the

Table 25. Sale of Agricultural Commodities for the Albemarle Area by Type, 1959 and 1964

Agricultural Commodity	1959	1964
Irish Potatoes (Acres)	8,835	4,576
Cabbage (Acres)	3,796	2,814
Corn (Acres)	105,136	86,465
Peanuts (Acres)	16,916	17,062
Soybeans (Acres)	74,664	90,797
Cattle (Head)	1,896	5,007
Calves (Head)	2,721	4,607
Hogs and Pigs (Head)	91,224	121,165
Poultry (Dollars)	1,502,253	1,458,320
Wheat (Bushels)	240,078	602,631
Oats (Bushels)	89,883	273,535

Source: U. S. Bureau of the Census, 1964 Census of Agriculture, North Carolina. Volume 1, Part 26, U. S. Government Printing Office, Washington, D. C., 1967.

Table 26. Tenant Operated Farms by County, 1959 and 1964

County	Tenant Operated Farms 1959	1964
Camden	49	32
Chowan	188	97
Currituck	56	40
Dare	3	1
Gates	237	109
Pasquotank	95	86
Perquimans	144	100
Total	772	464

Source: U. S. Bureau of the Census, 1964 Census of Agriculture, North Carolina. Volume 1, Part 26, U. S. Government Printing Office, Washington, D. C., 1967.

Table 27. Commercial Forests and Farm Ownership Sales of Forest Products by County, 1964.

County	Commercial Forests Acres	Percent of Total Land	Farm Ownership Sales of Forest Products Dollars
Camden	103,300	67.5	23,522
Chowan	86,600	59.5	48,989
Currituck	84,400	48.3	56,645
Dare	161,100	64.9	100
Gates	162,800	74.2	165,113
Pasquotank	81,800	55.8	98,504
Perquimans	101,200	60.6	120,602

Source: U. S. Department of Agriculture, Forest Service Resource Bulletin SE-5. U. S. Government Printing Office, Washington, D. C., 1966.

area; however, seasonal employment is perhaps two to three times that of full-time employment (Table 19).

21. The fisheries industry in the Albemarle area will probably continue to operate at its present level for many years. Several hundred persons (500-1500 fishermen and processing plant workers) will continue to be employed in the industry on a seasonal basis but this traditional occupation will probably provide scant annual income for many of the persons who depend solely on it as a means of employment.[12]

22. Total receipts from servicing an estimated one million tourists in the area amounted to approximately 10 million dollars in 1969. It is estimated that two-thirds of the tourist trade comes from other states.[13] Like the fishing industry, the tourist trade is largely seasonal.

23. A total of 450 firms employing 1,250 people, engaged in servicing travelers (restaurants, motels, hotels, service stations, food suppliers, and others) in 1964.[14]

24. Recreation as an industry is growing throughout the area and an increasing number of people are needed to fill employment positions associated with servicing travelers. However, most of the occupations associated with the tourist trade will probably continue to be available only on a seasonal basis for the next few years.[15]

25. The people of the Albemarle area have long been taking advantage of the employment opportunities and higher wages that exist in the nearby Norfolk-Portsmouth metropolitan area.[16] It is likely that

more of the local inhabitants would seek employment in the Norfolk-Portsmouth area if they were trained in their home area and if they could afford the cost of transportation.

26. In 1960 there were approximately 2,000 residents of the Albemarle area commuting to work in the Norfolk-Portsmouth area. The largest number of commuters were from Pasquotank County (560), and in descending rank come Gates County (490), Currituck County (440), Camden County (260), and Perquimans County (180).[17] Authorities in the Elizabeth City ESC office report that at present between 4,000 and 6,000 people commute from the local area to work in jobs located in the Norfolk-Portsmouth industrial complex.

27. The Virginia Employment Commission,[18] in a study of current and future needs through 1972, reports a high demand in the Norfolk-Portsmouth area for accounting clerks, automotive mechanics, beauticians, bookkeepers, clerk-typists, cooks, electricians, machinists, registered nurses, nurses' aides, secretaries, stenographers, tabulating machine operators, elementary and secondary school teachers, and welders. Some occupations which are relevant to possible programs that might be offered by COA but for which there will be little comparative demand in the Norfolk-Portsmouth area through 1972 include: air conditioning and heating mechanics, bricklayers, carpenters, electric motor repairmen, form builders, heavy equipment mechanics, maintenance mechanics, painters, plasterers, plumbers, radio-TV repairmen, refrigeration mechanics, and roofers.

Summary of Social and Economic Characteristics

The Albemarle area is relatively isolated from the main population complexes of the state and the area's ties with the nearby Norfolk-Portsmouth metropolitan area are restricted by political boundaries. The COA service area is comparatively large in terms of providing educational programs for students who are sparsely distributed and lack transportation facilities. A large proportion of the area population is characterized by a low educational level, low per capita income, and a lack of saleable skills. Industrial development has progressed at a slow pace and there are few job opportunities. Farming is declining rapidly as an employer of labor, and forestry is being revolutionized by scientific, corporate management. Although the recreational potential of the area is great, relatively little has been done to exploit it fully. There is substantial migration from the area and many of those who leave the area do so to seek employment.

These factors imply that it will take a dramatic increase in effort for the area to provide the jobs, skills, and facilities needed to enable the population to enjoy a modest growth rate and level of living. Attitudes of the disadvantaged group and the area leadership must be changed, and new work positions must be created to replace traditional and seasonal employment patterns both of which are inadequate. The educational and skill levels of the target group must be raised in order to take advantage of employment opportunities both within and adjacent to the area. In view of this critical need for occupational education, the estimated number of students that might participate in various programs is discussed in the following section.

Identification of Clientele

The social and economic data presented in the previous section give a vivid indication of the educational needs of the area inhabitants. The data also suggest numbers of potential jobs for students who might enroll in various types of occupational education programs. However, the availability of potential students is conditioned by a number of variables. Factors such as those discussed in the following section on "Barriers to the Full Employment of the Target Population" must be considered in projecting student enrollment. Even so, only estimates can be made unless detailed and accurate surveys are conducted.

The estimates made in this section are conservative. Much consideration was given to experiences which have occurred at other community colleges and in other attempts to provide educational programs for the disadvantaged segment of the population.[19] The availability of students for enrollment at COA may drastically change as a result of the College's efforts to resolve the potential students' problems. The fact that a potentially large number of students is in the area is obvious. How many of them will become available for enrollment will be influenced to a large extent by decisions made, and actions taken, within the college itself.

According to local ESC officials, over 1500 persons in the area are recognized as being available for training for industrial employment including manufacturing and sales or service positions. It is assumed that many of these persons are among the reported 1,000 to 1,400 unemployed. Probably a majority of these people live more than ten miles from Elizabeth City and, linked to their financial difficulties, could only become

enrolled in an educational program if they were provided free transportation and a source of income while participating in the training. Excluding these limitations, however, an estimated 1,500 persons are recognized as being potential enrollees in job-assured cooperative programs (see pages 81 to 91).

The number of presently employed individuals identified as potential participants for upgrading programs is approximately 1,200 to 1,800. There is little doubt that scores of the employed would readily undertake additional training within their present job if it meant a definite advancement in wages and better working conditions. Even though there are relatively few possibilities for advancement within the existing occupational structure, some industries have indicated a need for individuals with additional skills and have promised cooperation with the College in developing skill-upgrading programs.

According to experience in other areas of the state, 500 persons might participate in occupationally oriented extension courses if a wide variety of such courses was offered, if the courses were taught in communities throughout the area and if the possibility that the courses would improve employment opportunities was advanced. The record of participation in COA community service extension programs throughout the area indicates that many of the inhabitants are familiar with the program and that the program is well accepted. However, few occupationally oriented extension courses have been included in the course offerings. Nevertheless, since there is a need for basic skill training in the Albemarle area, this type of program might interest many persons who are employed seasonally if the courses were scheduled during periods of unemployment.

There are approximately 20,000 to 25,000 potential basic adult education students living in the Albemarle area. These people include the portion of the population that has some formal education but did not graduate from high school. If a minimum of eight grades is considered the essential level of education, the range of potential students is 12,000 to 14,000 and these estimates do not include adults over 64 years of age. Although this extremely large group of potential students exists, COA will probably be able to involve only a relatively small proportion of them in basic adult education programs because the problem of motivation is extremely complex within groups of the disadvantaged.[20]

A group of about 500 persons is recognized as potential enrollees in certificate programs. The entrance requirements for this type of program are low (8 grades completed), and therefore recent school dropouts may be included in this potential student category. The courses may range from one to three quarters, and the target population would probably consider short programs to be desirable. The estimate of 500 persons is based on the assumption that COA will initiate a variety of certificate programs including some for both males and females, and some programs that are structured on a one or two quarter basis.

In June of this year about 400 of the 1970 high school graduates will become potential enrollees in vocational or technical curriculum programs. This group includes both the "disadvantaged" and persons with means to further their education. About half of the group will probably find employment within the area or migrate to some outside area where better employment opportunities exist. However, a large proportion of

the high school graduates might enroll in a technical or vocational curriculum program at COA if they became aware of the educational opportunities offered at the institution and if they are given assistance in resolving some of the basic problems which make further education an impossibility for them.

BARRIERS TO THE FULL EMPLOYMENT OF THE TARGET POPULATION

If the College of The Albemarle is to meet the provisions of the proposal submitted to the foundation that is financing the Special Programs, it must recognize and deal forthrightly with the following major barriers.

Population Characteristics

The extremely large number of persons with a low educational attainment level and a relatively low level of occupational skills probably represents the most basic aspect of the problem with which COA will have to deal. The problem is further compounded by the age, sex, and racial heterogeneity of the group for which the programs will be designed.

The educational attainment level of the target group is assumed to be extremely low - approximately six grades completed - especially among the older segment of the group, many of whom are illiterate. Some of the younger individuals in the group are high school dropouts; however, there are many young persons who qualify academically for one- or two-year occupational education programs.

Similarly, the target group is severely lacking in saleable occupational skills. While some individuals within the group are presently employed in low-skilled occupations, many others have no skills that qualify them for productive employment. The problem of lack of skills probably concerns a majority of the males in the target group, as well as a significant number of nonwhite females.

The logical solution to the problem of such a heterogeneous group of potential students lies in part in the type of occupational education programs offered. A restricted program will not suffice. The initiation and implementation of new programs should be planned so as to maintain a reasonable balance between programs designed especially for both old and young persons, males and females, employed and unemployed persons, and persons with various levels of academic and skill achievement. Special attention should be given to establishing the maximum number of programs with low academic admittance requirements. The types of programs should include basic adult education, short courses, upgrading programs, work-study programs and occupationally oriented extension courses as well as one- and two-quarter certificate programs and the usual technical and vocational curriculum programs.

Every program should be designed to increase the student's skill level and employability. Therefore, existing employment opportunities must be one of the major determining factors in establishing programs.

Although increasing the students' skill level should be the major goal in occupational education programs, a <u>combination</u> of work experience, skill training, and adult basic education is recommended for inclusion in all of the Special Programs (less than four quarters). The proportion of time for each type of activity should be determined by individual student needs and the programs must emphasize the applied approach. Full-time educational programs will not be feasible for many of the students; therefore, some programs must be offered on a part-time basis. Specific recommendations concerning implementation of various programs are discussed in a later section of this report.

A vast majority of the potential students probably have critical financial problems and cannot afford a large investment in educational pursuits. While involvement in cooperative programs in which the student may earn while training will solve the financial burdens of some persons, this solution would not be reasonable for all students in the group. An alternative solution is for COA to provide financial assistance for some of the students in the form of temporary loans or outright grants. Thus, the College should expand its student-aid program so as to extend financial aid to the maximum number of needy students. If the College is not able to acquire enough funds to extend loans to all students requesting aid, it is recommended that young persons have priority over older persons in the allocation of student-aid monies.

Another means by which COA may relieve the students' financial burdens is to keep student costs relating to enrollment fees, books, and supplies at an absolute minimum. COA should absorb most of the financial burden with funds from other sources, although most students should be required to pay minimum amounts.

It is assumed that a majority of the potential students lack motivation and have a negative attitude toward education. Most of the people in the target group have had few successful experiences in educational undertakings. Thus, they are apprehensive about "book learning" and its relationship to future employment. Many potential students have probably received little formal schooling and very little encouragement from their families. Few of them know about the advantages that education may bring, because they lack information about opportunities.

Even if the disadvantaged persons have heard about educational and occupational opportunities, they may not believe what they have heard in light of their own experiences or the experiences of their families.[21]

The promise of a new job and increased income as a result of training is probably the greatest single factor that will motivate the trainees to participate in the new programs. It is not enough to simply have "some education" or even a new job. The education must produce an employment status that improves the student's level of living. Therefore the student counseling and placement program in the College must be given a great deal of attention. The programs that are discussed at a later point take into account the importance of motivating students to participate in the various programs by insuring that employment and fair wages will follow the training. It is doubtful that many students will enter any of the programs unless they have strong assurance that they will be immediately rewarded. Thus, the involvement and cooperation of employers in the area is essential to the success of the program.

The College should also establish policies concerning scheduled counseling sessions to insure that every student in every program is given adequate guidance. The guidance function is considered a vital aspect of motivation and is equally as important as other phases of the program.

As an added source of motivation, it is recommended that maximum use be made of certificates and awards for persons who complete programs. The awards should be presented at graduation exercises to which family members and employers (present or future) should be invited. Events of

this nature should be reported to local newspapers and photographs should be included with news releases.

Another partial solution to the motivation and "fear" problem is to restrict testing to an absolute minimum. Only students entering certificate level programs or higher should be tested. Visual evaluations should be used if at all possible to avoid written tests or other procedures that might frighten or discourage the students, especially those students with a low level of educational attainment.

A final suggestion concerning student motivation is that every prospective student should be properly counseled prior to enrollment to be sure that he is being considered for an appropriate program. Students placed in the wrong course or program are likely to become discouraged and lose their motivation for achievement.

Almost half of the population of Dare County lives between 70 and 140 miles from COA and the remainder of the population of that county is at least 45 miles from COA. A similar situation exists on the west side of the COA service area. The distance to outlying portions of the area makes commuting financially impractical for a large portion of the target population. The limited amount of free bus service (3 buses) envisioned cannot possibly be organized in such a way that all potential students throughout the area can be furnished transportation service, especially in view of the diversification of the programs planned - some taught at night and others during the day, some off campus and others on campus.

Furthermore, many of the potential students in the outer portion of the service area probably do not anticipate becoming involved in COA activities because they could more easily be served by institutions located in adjoining counties. A large portion of the residents of Gates County, for example live nearer to Roanoke-Chowan Technical Institute in Ahoskie than they do to COA; almost half of the residents of Chowan County live as near to Martin Technical Institute in Williamston as they do to COA. It is also generally accepted that black students from the Albemarle area prefer to attend Elizabeth City State University, if they can meet the entrance requirements.

The College administration must face the extreme limitations which the population density and size of the area present, and accept the fact that the Special Programs might necessarily be restricted to those students who reside in a relatively small geographic area. Faulty planning in this respect, or trying to spread resources too thinly, can be detrimental to the entire effort. The relationship between the location in which programs are to be taught and the location of the students' residences must be considered and planned for as an individual aspect of each course or program. The number of students that can be realistically anticipated for enrollment in various types of occupational education programs will, to a large degree, depend on the College providing a solution to this problem. It is assumed that very few persons in the target group can afford to provide their own transportation.

Two alternative solutions to this problem are offered here. The first is that COA acquire three or four additional buses to transport

students from neighboring counties. A bus could be assigned to pick up students from several points in each county before proceeding to Elizabeth City. Also, the bus would be available in each county to transport students to night classes within the separate counties. It is possible that the county governments in the individual counties in the area might provide the buses. Considering the potential benefit that the buses might provide for the residents of the various counties, such a request to the county governments seems reasonable.

The second alternative is that COA restrict the Special Programs activities that involve bus service for students to an area within a thirty mile radius of Elizabeth City during 1970 and extend outward thereafter. Many activities of the Special Programs could be initiated within a time-distance phasing plan that would involve the present three buses being utilized.

Whichever plan is adopted, only those programs that can reach a realistic number of students should be initiated. Off-campus programs not involving student bus service should be initiated in the more densely populated neighborhoods throughout the area if at all possible. It is also suggested that the following recommendations concerning transportation and program locations be considered in the planning phase of the Special Programs.

a. Rural schools should be used for off-campus classroom instruction.
b. The possibility of using mobile shops or skill labs should be investigated.
c. Programs should be organized and equipped so that they can be moved from one community to another.
d. Regular COA students should be furnished bus service only when the buses are not needed to transport Special Programs students.
e. Sound equipment should be installed in the buses so that tapes and other audio educational materials can be used during transit.

f. Bus service neighborhood pickup points should be established rather than picking students up door-to-door.
g. The scheduling and location of students in some short-duration programs will require a special transportation allocation while the program is being conducted.

Political-Educational Structure

The political and educational systems in the area have not provided a structure that is responsive to the needs of the target group. The governmental units are, for the most part, small and have experienced many economic problems in recent decades. In many respects the units tend to go their separate ways, dividing and subdividing the limited financial resources available to provide facilities and services for the seven-county area.

The problem of limited resources also exists at COA. While the administration perceives the institution as an "area school" and has accepted the responsibility for serving seven counties with its extension course program, the College's limited financial resources indicate that it is unrealistic for the institution to try to provide the Special Programs service for all needy persons throughout such a large area (at least at the outset) unless additional resources can be secured. Although the Pasquotank County government strongly supports COA financially, the other six county governments in the "service area" do not. Therefore, financing and resources are likely to be a continuous problem. Whether or not the governments of the other counties would or could support COA financially is questionable in view of their own financial problems.

It is suggested that COA continue to pursue its efforts to get financial support from all counties in the Albemarle area. Perhaps if

direct financial contributions cannot be secured, the various counties might support COA by providing student transportation, as was suggested earlier. The various counties should at least be expected to furnish county-owned property (primarily high school vocational education shops and classrooms) in which COA would conduct programs.

Another means by which COA might alleviate its financial problems is by establishing a cooperative relationship with Elizabeth City State University, including a faculty exchange program. Apparently both Elizabeth City State University and COA might derive a great deal of benefit from such a program in terms of improved race relations and economic use of staff members.

Local Economic Improvement Council (EIC) officials have expressed a desire to cooperate with COA in carrying out the Special Programs activities. There are between 10 and 20 field workers in that organization who are suited to assist with recruiting students for the Special Programs. Those persons work daily with the clientele group who are involved in EIC projects. The field workers, however, would need a thorough and comprehensive orientation concerning recruiting methods and information about the programs and courses so that they would not misrepresent COA's plans and intentions. Although these persons should not be utilized as counselors, they might use the "big brother" approach in which each recruiter would have a small degree of follow-through responsibility for the students he or she recruited. By utilizing the EIC employers, COA might save a substantial amount of money over the next three years.

There is at present a serious shortage of short duration certificate and occupational extension courses in the COA offerings. Likewise, there are few short-term occupational education programs that parallel

the present technical and vocational curriculums. Institution of such courses would help to maximize the use of staff and facilities. More importantly, initiation of these types of courses would be a direct response to the educational needs of the target population.

In order to further compensate for the lack of financial support from the local counties, it is recommended that the College's program planners take full advantage of the expertise in the North Carolina Department of Community Colleges. Specifically, COA should use the curriculum specialist in expanding its programs and also take advantage of the materials and aids available through the department.

It is highly probable that a large portion of the potential students perceive COA as a traditional junior college and know very little about the comprehensiveness of the occupational education offerings or the "open door policy" of the community college system. Since the Special Programs at COA represent a new thrust, it is especially important that the potential students, community leaders, and the general public be informed about the objectives, facilities, programs, and occupational education opportunities offered at the College.

COA will have to launch an intensive "public information" program throughout the area to alleviate this barrier. Several things that have been done at other educational institutions might be applicable for COA. For example, the College might hold an all-day (a weekday, not Saturday or Sunday) open house for high school students from throughout the area for the purpose of informing the students about COA's structure and function. A similar activity should be arranged for persons in the target group including high school dropouts and older adults. This might be held in the evening to allow attendance by people who work.

COA should invite all guidance personnel in the area to an evening dinner meeting for the purpose of informing the counselors about the Special Programs' objectives and securing a cooperative relationship. A meeting of this nature should also be held for important businessmen and local government officials, and community leaders in the seven counties at the earliest possible time.

In many cases rural church organizations have been found to be good means of informing local residents about educational opportunities. In addition, the rural churches throughout the area might be used as nuclei for initiating programs in remote communities.

Along the same line, it is suggested that the administration consider local production of a motion picture featuring the College's total program. The "movies" could be shown in the area high schools, at civic club meetings, and other public gatherings. Presumably the motion picture would be an asset in informing people throughout the area about the ongoing program at COA and especially the Special Programs effort.

The College catalogue is another potential source of information about the institution. It is recommended that the COA catalogue be revised and restructured. Some sections of the present catalogue poorly portray the educational opportunities at the College, particularly in the area of vocational programs. It is suggested that a faculty committee be formed to study catalogues from other community colleges and technical institutes and to plan a new edition.

Finally, after the various programs have been planned, local radio stations and newspapers should be used to announce the initiation of new

programs. Locally produced handbills might also be prepared and distributed in communities where programs are to be initiated.

Economic Structure

The power structure and control of wealth in the larger communities within the area manifest characteristics of the "old south aristocracy" in terms of control of industrial growth and employment. There are visible signs of apathy, racial prejudice, and resistance to change among certain segments of the power group according to reports from various public agencies in the area. This situation seems to be closely related to the fact that the area population and occupational structure do not fit together so as to complement or accomodate each other. The available jobs and their respective skills are greatly out of proportion to the number of available workers with these skills. Generally, the existing positions are primarily suited for semiskilled workers, and there are only a few occupations in which the labor demand is high. On the other hand, compounded with the very large number of people in the area who want to work but have no skills, there is an excessive number of semiskilled people who compete for the limited number of semiskilled jobs available. This situation of high competition for jobs, excessive untrained labor, and limited employment opportunities has resulted in low wages and high unemployment.

One logical solutiom to the problem is to import new industry or to create new jobs in various other ways. That is primarily the responsibility of agencies and groups of people in the community other than COA. However, the College <u>can</u> and <u>should</u> train workers for jobs and

actively assist agencies and individuals who seek to create desirable employment opportunities within the area. In this regard, it is suggested that COA officials make a concerted effort to influence prospective industrial developers when they visit the Albemarle area. Industrial development association chairmen, chamber of commerce officials, and other individuals or groups that might invite industrial prospects to visit the towns and counties in the area should be contacted and requested to include COA administrators in industrial recruitment activities. In meetings of that nature, the College's role in training workers for specific new industries can be explained in detail. A COA staff member should be given primary responsibility for performing this duty and carrying out other functions related to community development.[22]

Since a great deal of industrial expansion is not anticipated in the near future, another way in which COA might assist in resolving the social and economic problem outlined above is to (1) create job vacancies in the local area by upgrading presently employed persons so that they can migrate or commute to jobs outside the area, while (2) training the unemployed and unskilled persons for the types of semiskilled occupations in which there are local employment opportunities. As individuals in the former group upgrade their skills and move to better employment, additional unskilled persons can be trained to occupy the vacant jobs.

Thus local employment opportunities for upgrading and initial employment must be the determining factor in initiating new short-duration programs. However, after the trained persons have gained experience and increased their income and work potential through local employment, many of them can begin commuting to the Norfolk-Portsmouth area for higher

wages, and some of the trainees might eventually migrate from the area. As persons leave, positions will be vacated for new trainees thus reducing unemployment. This strategy seems reasonable in view of the small possibility of increasing occupational opportunities within the area and the wide opportunities offered in Norfolk, which is within commuting distance.

A continual increase in the number of commuters in future years is visualized as transportation routes improve and more and more of the target population gain the skills that can be sold in the Norfolk-Portsmouth area. Following the pattern of other metropolitan areas and considering the distance involved, it is not inconceivable that during the decade of the 70's the Albemarle area might become a "bedroom" for ten to fifteen thousand persons working in the Norfolk industrial complex. Therefore, as COA expands in the future, it must look even more closely to the Norfolk area for cues regarding curriculum expansion and program development. Taken from this view, the greatest potential contribution COA might make could well be in the field of occupational education rather than in its college transfer program.

OCCUPATIONAL EDUCATION PROGRAMS

Introduction

The proposed Special Programs should be designed to fit the limitations of potential students from among the disadvantaged segment of the population in the Albemarle area and to fulfill their most urgent need - an improved occupational status. For some individuals this means acquiring new skills and securing initial employment; for others it means developing present skills to a higher level (upgrading) in order to move into an improved job status within their existing occupation. Thus the general program goal is to assist the maximum number of socially and economically disadvantaged persons in acquiring occupational skills and knowledge and an improved occupational status in the shortest possible time through the use of diverse educational activities.

Short pre-employment courses, cooperative programs, learning laboratories, and occupationally oriented extension courses are recommended as vehicles to achieve the program goals. It is also suggested that certain innovations and alterations be made in the structure of regular programs offered at COA in view of the distinctive characteristics of the program clientele. For the most part the detailed recommendations offered in this report concern the special programs; however, suggestions concerning other aspects of the total college program which have relevance for the special programs are also offered.

The Special Programs

Four different types of programs are recommended (see Figure 3). Type 1 is intended primarily for unemployed persons and Types 2, 3, and 4 are primarily for employed persons. The major features of each type of program and specific recommendations concerning implementation are discussed on the following pages.

Type 1: The Job Assured - Cooperative

The job assured-cooperative (JAC) program should be given great emphasis at COA, particularly during the next eighteen months. It has the potentiality of notable impact on the target population because it is specifically designed to fit the limitations of potential students from the target population and to immediately fulfill one of their most urgent needs - employment. The relationship between the JAC program, the other programs, and the work situation is shown schematically in Figure 3 and is summarized below.

1. Students are recruited from among the unemployed and enrolled in the JAC program which involves skill training, on-the-job experience, and literacy education.

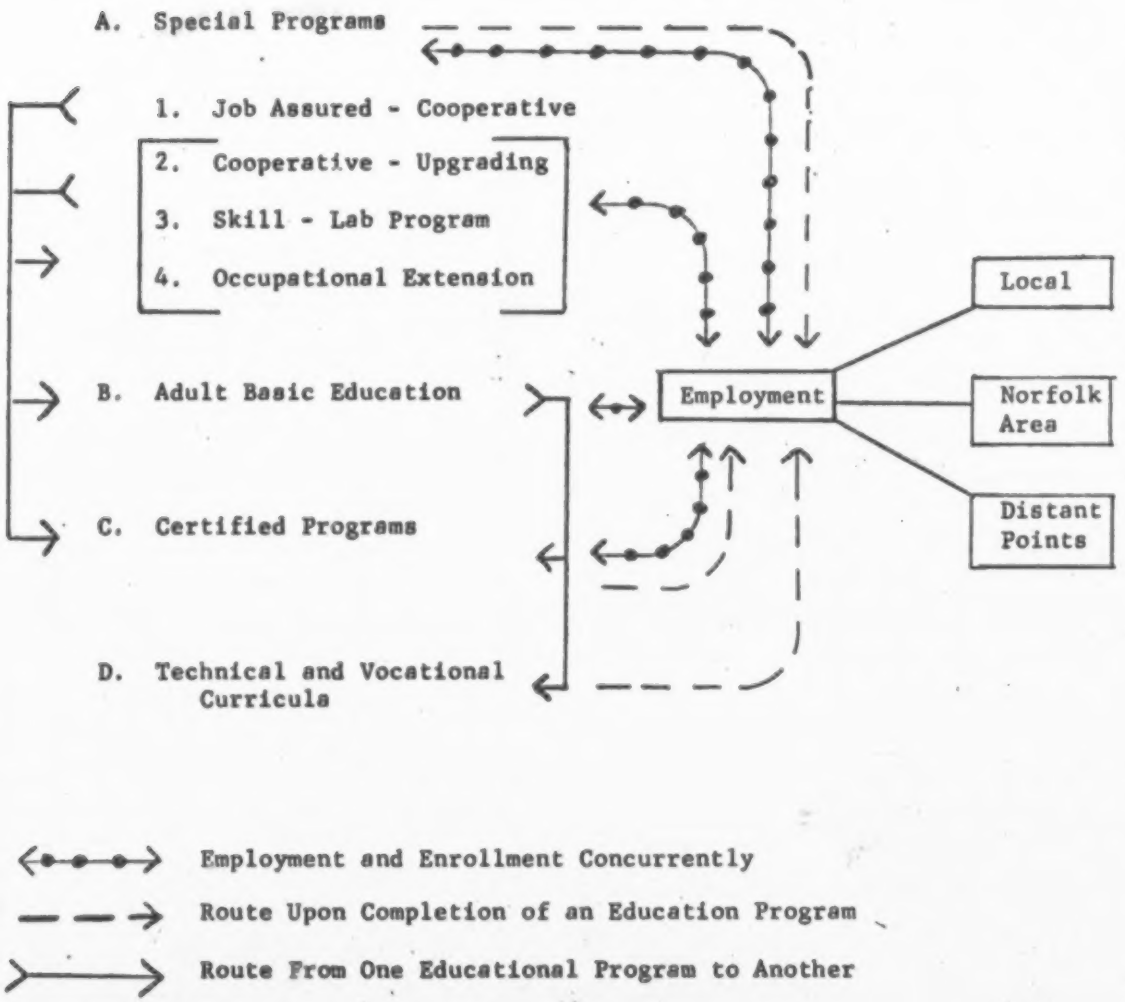
2. Through participation in the program the trainee:

   (a) becomes employed and earns an income;
   (b) learns a saleable skill and has practical experience using it;
   (c) becomes better acquainted with work opportunities;
   (d) gains new knowledge about educational opportunities; and
   (e) experiences an increase in acceptance, self-esteem, and self-confidence as his earning power increases.

3. Upon completion of the program the trainee moves to a full-time employment status with the employer for which he worked while participating in the program.

4. Motivated by the success of his educational experience and additional earning power, the employed individual may choose to enroll in one of the following educational programs as he continues working.[23]

Figure 3. Schematic Representation of the Relationship Between Various Types of Educational Programs and the Occupational Structure.



(a) upgrading program
(b) certificate program
(c) preparatory program
(d) adult basic education and/or preparation for high school diploma

Regardless of whether the individual participated in additional programs after JAC, his completion of that program should enhance his occupational status. However, if he chooses, he may enter another program and gradually progress to a higher skill level. Motivation is a significant feature of the program and it is assumed that many students will continue their educational pursuits after learning what opportunities are available to them.

The major feature of the JAC program is that it provides the previously unemployed and unskilled person with a new job and new skills to perform that job. The program is organized through cooperative efforts with one or more employers. The duration of training in the JAC program is comparatively short (4-12 weeks) and the skill level that students are expected to attain is relatively low.

For most JAC programs educational prerequisites should be very low, although this will vary depending on the course content and program objectives. It is visualized that some programs will have no educational prerequisites while others might have requirements of up to eight grades completed.

Either an employer or group of employers may initiate plans for a program, or the college (with the assistance of its general steering committee)[24] may initiate the necessary planning prior to implementing the program. In either case, local employer personnel needs should be the basic criterion on which to select the subject matter content of the program.

Analysis of the occupational structure in the Albemarle area suggests that COA should consider the possibility of initiating several JAC programs which would prepare individuals for one of the following occupations:

Service station attendant
Brick mason or cement mason's helper
Electrician's helper
Plumber's helper
Carpenter's helper
Auto mechanic's helper
Retail sales clerk
Waitress
Cook's helper

After the initial decision is made to investigate the possibility of starting a JAC program with a specific content, the next step is to ascertain if it is possible to implement the program. At this point an advisory committee is formed. There should be a separate advisory committee for every occupation.[25] The committee should be composed of representatives of the following groups:

1. College administration (1 or 2 persons)
2. Faculty (1 or 2 persons familiar with the proposed program subject matter)
3. Local employers (3 or 4 persons who are interested in the program and will hire the trainees)
4. Prospective trainees (3 or 4 persons who can furnish a great deal of information that will strengthen the program and help to avoid obstacles that may later be encountered)

The first responsibility of the advisory committee is to establish specific objectives of the program. The general objective for a JAC program might be "to train and employ through a job-assured cooperative program between COA and local employers[25] persons to perform the duties

of department store stock clerks." The advisory committee must also make plans and decisions concerning the following matters:

1. Program objective in terms of skills to teach
2. Student prerequisites - age, sex, education, etc.
3. Duration of the program - weeks or months
4. Maximum and minimum number of students
5. Place of training
6. When students will train and when they will work on the job
7. Subject matter content to be covered in training
8. Wages trainees will be paid
9. Staff and equipment needs
10. Coordination with other agencies
11. Other matters as determined by the situation

The next task is to secure commitments from prospective employer participants. What this means essentially is that a sufficient number of employers agree to hire one or more trainees on a part-time basis during the cooperative period of the program and to retain the trained individual(s) in a full-time work status when the cooperative program is completed. Securing the cooperating employers or "sponsors" is considered a critical step in the process of implementing the program. One method to involve the sponsors is through personal contacts made by staff members or advisory committee members. A less desirable method is to conduct a survey through the use of mailed questionnaires (see Appendix C). The function of the survey is to (1) explain to prospective cooperating employers how the program will operate, (2) find

out if they need new employees, and if so, how many, and (3) get a commitment from the employers who are interested in participating. After the initial commitments have been made, all sponsors should meet with the advisory committee so that the details of the plans can be reviewed.

A program may involve only a few cooperating employers or several. For example, a program for service station attendants might require the participation of 25 or 30 service station managers who each need one trainee. On the other hand, a program to train sales clerks might involve only three or four sponsors who each need ten trained persons. If a survey shows that the employers who want to participate need a very large number of trainees, the participating students could be divided into two groups and taught concurrently, in which case one group might be trained at night. Two or more classes might also be taught consecutively as new trainees sign up, thus giving a more even flow of new workers to the employers.

When final arrangements have been made with all participating employers, the students must be recruited. A card file containing names of potential students who have said that they are interested in this type of program should be on hand. The prospective students may be mailed a detailed description of the program and requested to notify the college if they want to enroll, or preferably, the prospective students may be personally contacted by recruiters. Cards in the file should be checked monthly and program planning progress reports (1 page letter) mailed to potential trainees. This would help to keep them informed and help maintain their interest. Over a period of two or three months,

prospective students' interest will likely disappear if the program they expect to enroll in is not initiated. Therefore, programs should not be announced (to prospective students) until relatively firm plans have been completed. If a list of prospective students is not available, recruiters should be thoroughly oriented concerning details of the program, furnished written announcements to distribute to students, and sent to the field to discover prospects.

One of the major advantages of a JAC program is that placement problems are solved prior to initiation of the program. That is, the sponsor initially provides a "place" for the student to work both during training and at the termination of the program. However, follow-up records should be kept on all enrollees.[26] A standard form such as the one shown in Figure 4 should be prepared and maintained by the College through systematic contacts with former students.

Two contacts should be made annually for a two-year period following the training and at least the data shown on the suggested "Follow-Up Form" should be collected. This information can serve as the basis for evaluating the effects of training on individual participants and of the total Special Programs effort. Before graduation, students should be told that they are expected to provide the requested information when it is sought.

Figure 4. Example of Follow-Up Form

FOLLOW-UP FORM

Section

A. Student's Name:_____

Address:_____

Student's Social Security Number:_____

COA Program Attended:_____

Date Attended: From_____ To_____

B. Year Preceding Training: Date From:_____ To:_____

Occupation:_____

Months Worked:_____

Average Weekly Income: $_____

C. Six Months After Training: Date_____

Occupation:_____

Months Worked:_____

Average Weekly Income: $_____

D. One Year After Training: Date_____

Occupation:_____

Months Worked:_____

Average Weekly Income: $_____

E. Eighteen Months After Training: Date_____

Occupation:_____

Months Worked:_____

Average Weekly Income: $_____

F. Two Years After Training: Date_____

Occupation:_____

Months Worked:_____

Average Weekly Income: $_____

Section A and B of the form (Figure 4) should be filled out initially while the student is enrolled and additional data should be collected at six-month intervals thereafter. The data can be secured by sending the students a self-addressed two-part rip off postcard and using students' social security numbers to insure anonymity (see Figure 5).

Figure 5. Example of Follow-Up Data Gathering Card

Student's Social Security Number_____

Date_____

What is your present occupation?_____

How many of the past six months have you been fully employed?_____

What is your average weekly income? $_____

The amount of time students will spend in the study setting (classroom laboratory or shop) and the time they will be required to devote to on-the-job work experience will depend on the program content (subject matter) and the program objectives in terms of skills to be acquired. Details of this nature must be worked out by each advisory committee. Students might work on the job a certain number of days per week and attend classes during the remainder of the week. Some programs might be structured so that the trainees work during the day and attend class in the evenings.

Still another alternative is to rotate the students on a weekly basis between the work and the study settings. This arrangement is a

series of short courses and may be desirable in some instances. As an illustration, several restaurant owners planning their staff arrangements for the season might request a JAC program in which one-half of the trainees (maids or waitresses) would be trained in the classroom setting for a week while the other trainees worked on the job; the trainees would change settings the second week. The arrangement of swapping the groups back and forth between settings on a weekly basis could be repeated several times if necessary and would allow the sponsors to have half of their trainees with them during the training period. This arrangement has the merit of getting the classroom portion of the training completed in a short time and then devoting full time to on-the-job training for the remainder of the training period.

When JAC programs are initiated, there must be a complete understanding between the students, the College, and the sponsors regarding wages and other employment obligations both during the training period and thereafter. The intent of the program is not just to provide cheap labor for the employers while the students are in the training period. It is strongly recommended that a written agreement stating responsibilities and obligations be prepared, signed by the employer and the COA President, and distributed to all parties concerned so that there will be no misunderstandings. The written agreement should state what wage rate will be paid during the training and what wage increase the trainee can expect upon satisfactory completion of the training. The agreement should also state how long the sponsor is expected to employ the trainee after the formal instruction period ends. Guaranteed employment for at

least six months seems reasonable if, of course, the worker meets his respective obligations.

Type 2: Cooperative-Upgrading Program

Just as the JAC programs are structured specifically for unemployed persons, cooperative-upgrading programs are designed for persons who are employed but who need skill development. The program design should stress addition, expansion, and extension of skills that can be put to use in everyday work situations. With the additional work potential acquired through these educational experiences, the student-workers should be placed by their employers in a higher paying and more desirable occupational status. Income increments and successful educational experiences are potential motivation factors that should stimulate a student to enroll in still another educational program such as an evening extension course or a certificate program. It is assumed that some of the cooperative-upgrading students, after completing their training and working on their jobs for a few months to gain additional experience, might seek employment in the Norfolk-Portsmouth area, thereby creating positions for unemployed persons.

A variety of arrangements may be devised whereby the cooperative-upgrading students alternate between supervised on-the-job training and classroom instruction while in an employed status. In some instances, students would be expected to give a portion of their own time to the training effort so that their employer would not have to pay the workers for all of the time they were training. By way of illustration, a program might be structured so that students work on their regular job four

and a half days a week, participate in classroom instruction for a half of one day and two nights per week, and still receive their regular salary. In a program where the students do not give some of their personal time, all of the training would be conducted during regular working hours. Whichever procedure is used will probably depend on how badly the employer needs the employees.

These programs are best adapted to manufacturing and similar industries that employ a relatively large number of people. A program might be conducted for only one employer; however, several small firms or businesses might be involved in a single program if each of the firms had employees who needed the same type of skill training and if the employers were located in the same geographic area. For example, several small veneer plant operators might engage in a cooperative effort to sponsor several workers from each employer's plant.

Frequently in this type of program it will be necessary to conduct a large part of the training in the actual plant location, particularly if special equipment is necessary and is not otherwise available. Possibly some portion of the training should be in a classroom setting so that the students will perceive the situation as an education experience rather than regular work. Although the program might primarily involve practical or applied training, some time should be given to such areas as human relations and industrial safety. Most programs should also include an orientation period during which the occupational education opportunities of COA are thoroughly explained.

In an effort to advise all businesses in the Albemarle area about COA's interest in initiating upgrading programs, the General Steering

Committee of the Special Programs should compile a list of businesses that might be involved (telephone directories are useful in preparing the list). When the list - by type of manufacturing or business - has been completed, the most likely prospects should be visited by the Special Programs director so that the program objectives and procedures can be discussed. The employers should be asked to indicate their willingness to participate in establishing a cooperative-upgrading program in their plant or in conjunction with another firm.

As with all of the Special Programs, employer needs determine to a large extent what programs may be started and which specific programs have priority. The General Steering Committee should be involved in deciding priorities, keeping in mind the needs of potential students. It should strive to insure a balanced program concerning sex and age of prospective students and also the students' educational and skill characteristics.

It is recommended that the Special Programs staff in cooperation with the General Steering Committee begin an immediate study to ascertain what programs of this type are possible in the service area. This may be done through a series of interviews with prospective employer participants - particularly manufacturing firm employers. Even if only one such program can be started initially, it can serve as an example to other employers.

Course content centering on such areas as food preparation, seafood processing, waiter and waitress training, service station operation, maid training, fork-lift and light truck driving, and logging operations might be considered. Also, there are numerous possibilities for cooperative-

upgrading short courses relating to agriculture that farm managers might like to have offered for their employees.[27]

A rather different arrangement of the cooperative-upgrading program is to structure the program as a short course. In this arrangement the instructional portion of the training is conducted in one consecutive period, possibly lasting three days to three weeks. One of the main advantages of the short course procedure is that it gives plant managers and businessmen a method to quickly train employees.

A deciding factor in using the short course arrangement is the availability of equipment needed in the instructional phase. That is, if the instruction concerns the operation of some particular machine, the employer would have to have an extra machine that could be made available for the students and instructor to use either in the factory at another location. For example, COA instructors could teach sewing machine mechanics either in the factory or at COA, but in either case machines not being used in regular production would have to be made available for the training, or training would have to be scheduled during non-productive hours.

If equipment were not a problem, several small firms could each send one or more of their employees to the short course. Several retail food businesses might, for example, want to enroll two or three employees each in a five-day stock clerk short course. In such cases complete arrangements would have to be worked out by all participating employers. The initiation of short courses will depend on the imagination and ingenuity of the Steering Committee and their ability to sell

the program to employers who are unaware of the value and opportunities the programs offer.

Short courses are also ideal for supervisory development training. As more and more persons from the target population complete various programs and become employed, the need for supervisors to understand the characteristics and behavior of these new workers will increase. It is recommended that to the greatest extent possible supervisors of persons trained through the Special Programs be encouraged to enroll in human relations short courses. The ability of supervisors to understand and cope with the clientele group is one key to the success of the entire Special Programs effort.

There are a host of other supervisory development training courses[28] that might interest local employers. Supervisors from several businesses could be trained together depending on the subject matter featured in the course. For example it is possible that every sawmill and veneer plant in the area might be interested in sponsoring a supervisor's short course in industrial safety and accident prevention. Again, the task for COA is to inform, seek participation, and conduct the training.

Type 3: Skill-Lab Programs

Skill-lab programs could be designed for persons who are employed and would like to either expand their present range of skills or learn an entirely new trade by training in the evenings. The skill-lab program would feature programmed instruction which would present the subject matter in small, sequential steps moving gradually from the basic to more difficult knowledge and skills. The instruction should also include individual instruction and supervised practical application.

The skill-lab should be open for study and practical work each evening. Each lab should contain programmed instruction equipment and an instructor for one skill area. The instructor should be a person who is proficient in the skill area; his duties would include issuing programmed materials, and individual supervision of practice on lab equipment. The students could begin a program at any time during the year. There would be no definite work schedule in terms of days and hours the students spent in class. Students would progress at a rate commensurate with their individual ability and the amount of time they could devote to the program.

Course content appropriate to skill development training, and programmed instruction are essential aspects of programs of this type. One example recommended for initial adoption might be a skill-lab program in welding. Programmed instruction describing machinery and techniques could be used to acquaint the student with the equipment. Then, since proficiency can only come with practice, the student would have access to welding equipment and individual instruction. As basic welding skills were acquired, students might utilize programmed instruction in such a related area as metallurgy. Each lab would contain students in various stages of the learning process. In this way both programmed instruction and actual supervised practice might be combined to give maximum benefit to each student and to allow each student to proceed at his own speed. Other appropriate content areas that might be suitable for future implementation are masonry, plumbing, carpentry, plastering, upholstering, and keypunch operation.

It is evident from these suggestions that the subject matter need not necessarily be related to the student's present occupation. For some individuals the content may be only indirectly related to the job that they are presently performing, but by learning the new skill they might increase their opportunities for advancement.

The programs would initially be offered in the present COA facilities but skill-lab instruction might be established in Edenton and several other populated locations after the procedure is developed and resources become available. Some programmed instructional material is presently available and could be utilized initially, but the COA staff will probably have to develop or secure programmed materials for many of the skill areas. One possible source for programmed instruction for practical nursing is the Emily Griffith Opportunity School in Denver, Colorado.

Type 4: Occupational Extension Courses

Occupational extension courses directed by the Division of Continuing Education at COA have the potential for significantly enhancing the Special Programs effort. Although present enrollment data indicate that a large number of persons are involved in extension courses, for the most part participation is heavy in general interest courses and extremely light in occupational.

It is recommended that the Special Programs staff work very closely with the Continuing Education Division staff to expand the number of occupational extension courses that would provide upgrading skill training for presently employed persons. The two staffs should also work to increase the number of locations throughout the area where the courses could be taught.

The extension program seems to be well organized and increased participation will depend on the effectiveness of the Special Programs recruiters. Those persons should use every opportunity to organize members of the target population into community groups of ten to twenty extension course students. The participants might be organized through existing church groups or community clubs. Local school facilities in the various communities can probably be obtained and utilized as locations for the instruction if the respective county governments can be sold on the need and desirability of the program.

Local employers throughout the area should be advised of the extension opportunities and asked to encourage their employees to participate. Some employers may provide a monetary incentive for their employees who enrolled in and completed a job related course.

Other Programs

Various other programs offered in community colleges and technical institutes are discussed in this section.[29] These other programs are primarily discussed in terms of their relationship to the Special Programs thrust. Recommendations concerning the other programs at COA are also included in this section.

Adult Basic Education

The adult basic education program referred to in this report is defined as adult basic education (grades 1-8), high school equivalency (grades 9-12), the General Educational Development test (GED), and academic learning laboratories, all of which are offered at COA. Enrollment data indicate that COA is providing adult academic programs in the

seven-county Albemarle area. In conjunction with the Special Programs emphasis, the adult academic programs should be increased to the maximum. Additional learning laboratories should be established in the more heavily populated communities and the special programs recruiters should work through church groups and neighborhood groups to establish various grade-level classes (grades 1-4, 5-8, 9-10, and 11-12) in many communities in the area. However, providing the opportunity for participation in adult basic education is not within itself the answer to the Albemarle area dilemma. There is no feasible way to get a significant proportion of the persons who need adult academic instruction to enroll until they have been motivated. Fear, apathy, indifference and general lack of interest will restrict participation of an overwhelming majority of the people who desperately need the instruction. The necessary motivation can best be produced by involving the potential students in a cooperative type occupational program. It is assumed that participation in those programs will motivate the students to seek additional education and training after their fear and lack of confidence have been replaced by acceptance and increased income. Thus, the initiation of cooperative-type occupational programs should be the <u>first priority</u> at COA and the implementation of adult academic programs should follow as needed.

Every type of short duration program should include at least enough academic instruction to enable the students to perceive their training as an educational experience. Every program should likewise include an orientation period in which the structure and function of the adult

basic education programs are presented and in which students are encouraged to enroll in appropriate adult education courses.

Certificate Programs

Certificate programs offer a very realistic approach to education for young persons in the target group. Enrollees need only to have completed eight units of accredited secondary school work, and the duration of the program may range from one through three quarters. Since COA presently offers only one certificate program, it is recommended that several new programs be initiated as part of the Special Programs effort. Some of the certificate programs should be structured as a single one-quarter course and some structured as a progression through two or three quarters. The latter type has the advantage that students can gradually move from a low skill development level to a higher level. If a student does not complete the second or third quarter, he still has achieved some degree of job proficiency.

Possibly many of the young persons who have been trained in the Special Programs would enroll in these courses, especially if the certificate programs were offered in the evening or during the winter quarter when seasonal workers are more likely to be available. This type of occupational education activity, which is primarily concerned with skill development, would also be appropriate for a large number of people from the target group who could not afford the expense of a longer program. It is recommended that COA encourage and financially assist potential students from the target group who are interested in enrolling in these programs. Recruiters and guidance personnel should search out potential students and assist them through enrollment procedures.

There is generally no job assurance connected with these programs, but placement personnel should give these students the same job placement assistance as curriculum graduates receive. These students should have access to information about employment opportunities obtained from local employment surveys.

Based on the employment situation, and other social and economic factors in the area, it is recommended that initiation of several of the following certificate programs be undertaken:

Occupation	Number of Quarters
(High Priority)	
Welder	1, 2, and 3
Machine Operator	1, 2, and 3
Brick and Cement Mason	1, 2, and 3
Carpenter's Helper	1
Auto Body Repairman	1, 2, and 3
Hospital Orderly	1
Child Care Worker	1, 2, and 3
Retail Sales Worker	1
(Low Priority)	
Service Station Attendant	1
Outboard Marine Engine Repairman	1
Electrician's Helper	1
Plumber's Helper	1
Plasterer	1
Sheet Rock Finisher	1
Auto Upholsterer	1
Auto Painter	1
Auto Radiator Repairman	1
Nurses Assistant	1
Keypunch Operator	1

Some of these courses should be offered no later than September 1970. The three quarter sequence programs should begin when enough students are available and not wait for a fall quarter. Some of the one-quarter programs might be taught every quarter, some every other quarter, and

still others only one quarter each year. A tentative three-year schedule should be worked out so that instructional personnel and resources can be planned for, and so that recruiting and guidance personnel may utilize the information in performing their respective functions. A complete, comprehensive schedule should include plans for upgrading programs and JAC programs.

Technical and Vocational Curricula

Suggestions concerning the initiation of new technical and vocational curricula are somewhat beyond the scope of this report because most of those programs are designed for high school graduates. The duration of a curriculum requires enrollment for at least one year and a larger financial investment than target group members can be expected to have available. These factors restrict the type of potential students that may participate and militates against the target population.

However, there will probably be many young persons discovered within the target population who have completed high school and who have exceptional abilities but whose families are economically deprived. Such persons should be given maximum financial assistance, guidance, and enrouragement in achieving a higher educational level. The search for exceptional students among the disadvantaged group should be a constant task of the entire recruiting staff. The teaching faculty should also look among their students in the various Special Programs and refer qualified potential applicants to the attention of the Special Program Director for neccessary testing and enrollment in a suitable technical or vocational curriculum program.

The technical and vocational curricula should not and cannot be isolated from the institution's total occupational education effort. Especially in view of the College's Special Programs thrust, each of the various divisions - academic, technical, vocational, and continuing education - can make a definite contribution toward the general growth and development of the College.

For most six-quarter technical curricula and four-quarter vocational curricula there should be parallel cooperative occupational programs, extension activities, or certificate programs (1-3 quarters).

Obvious benefits from such a structure include the full utilization of facilities and personnel, and general economy of program management. There is, of course, a maximum number of curricula that any one institution may initiate and maintain because resources and the availability of potential students are limiting factors. Therefore every effort should be made to insure that every new curriculum adds strength to the overall program.

Another major benefit of paralleling programs is that it allows students having academic difficulty to drop to a lower level. This prevents a complete loss of course work; the skills acquired in the higher level program could be utilized in lower level programs. Paralleling also reduces the institutional dropout rate and produces fewer individuals with negative attitudes concerning their educational experiences.

With these factors in mind, several new curricula have been investigated, including those already under consideration by the COA staff.

Heavy reliance has been placed on available employment data. Those data have serious shortcomings, however, and it is advised that COA tap every source of information available before initiating any new programs. This would include among other things, the use of a local survey of high school students' educational aspirations, a local survey of employer's needs for each program, and advice from consultants on the Department of Community Colleges state staff. However, the first step that the COA staff should take is to estimate the number of qualified technical students that the institution is likely to enroll each year, for the next five years. This number should be broken down by sex with 24 to 36 being a minimum student enrollment desired for each curriculum. On that basis, the staff should then decide how many curricula the potential students can support and determine (through surveys and so forth) which curricula should have top priority.

Nursing Curricula. The associate degree program (6 quarters) should be initiated only if it can be established that a sufficient number of qualified potential students are available for enrollment in the program. It is important to remember that the degree program requires a more sophisticated student than the present practical nursing program which presently has a firm enrollment base. Also, the local hospital must indicate a willingness to participate in the new program and agree to the number of students that will be involved. Another point to consider is that labor demand projections indicate that both practical nurses and registered nurses might experience difficulty in securing work in the next few years since supply is presently greater than demand.

There is a very serious question concerning the availability of employment positions for both types of nurses in the local area according to ESC data.

Home Care for the Aged. This curriculum is not recommended for immediate implementation if the practical nursing curriculum is retained unless enrollment in the practical nursing program reaches a point which forces qualified candidates to be turned away. In that case, there might be enough candidates for both programs.

Electronic Data Processing. This curriculum should only be initiated if the survey of local high school student's educational plans indicates a reasonable number of students (48 per year) will enroll. Presently this is doubtful. (A survey is being carried out by the COA staff and the results should be available in the near future.) In any case, only students with high academic ability should be accepted in the curriculum and then only after intense counseling. Most students have an unrealistic perception of what the curriculum involves or what the graduate's work consists of. It would be expected that nearly all graduates would have to leave the Albemarle area to obtain employment.

Mechanical Drafting and Design Technology. Enrollment history at COA makes retention of this course questionable. It is suggested that conversion to Drafting-Mechanical (V17) be considered as a possible alternative or Drafting-Building Trades (V15).[30]

Air Conditioning and Refrigeration Engineering Technology. The projected employment opportunities for graduates of this curriculum are extremely poor for both the Norfolk and North Carolina areas. It is recommended to defer initiation of the curriculum until a future date, for the

additional reason that it is not likely that students who have the prerequisite ability to enroll would be interested in the curriculum.

Secretarial Technology - Executive. The employment outlook is favorable and present enrollment supports retention of the curriculum. The possibility of offering short courses in typing, shorthand, and other related office occupations skills for persons who do not have the abilities and means to enroll in the technical curricula have been considered. A few carefully selected students from the target population might be enrolled as potential receptionists, typists, file clerks, duplicating machine operators, and so forth. This supports the earlier recommendation to make efficient use of instructors and equipment already available.

In reference to curriculum expansion in this area, it has been the experience of many community colleges and technical institutes that the addition of a new curriculum too closely related to an existing curriculum causes instability within both the new and old programs if enrollment support is marginal. This is especially true for additional secretarial curriculums such as legal and medical. Hence, a new curriculum should be initiated only if enrollment in the present curriculum greatly increases in the next few years.

Teacher Aide. The enrollment and completion rate for this curriculum should be watched carefully. Statewide interest in the program has been good, but this may not hold true for all areas of the state.

Electronics Technology. Retain this curriculum in its present form only if an annual full-time freshman enrollment of 24 can be attained.

Radio-Television Servicing. This curriculum was evaluated in conjunction with Electronics Technology (above) because there is the possibility that

a dual system might be instituted. If all students start in T45 (Electronics Technology), after two quarters it should be possible to differentiate between students qualified to continue and those who should be advised to enter the specialty course in Radio-Television. The students entering the Radio-TV course could begin that work in the third quarter and graduate with a diploma at the end of the fourth quarter. This would probably reduce the number of dropouts and would also provide summer work for an instructor who might not otherwise have a full teaching load.

Recreation Grounds Management. In consideration of the recreational activity in the Albemarle area, it is suggested that the COA administration consider the possibility of adding the Recreation Grounds Management technical curriculum (T11). There is a strong possibility that many graduating high school students would be interested in this program. As with other curriculums, however, a survey of high school students should be made to determine interest in the curriculum. If there is a sufficient interest and the curriculum is initiated, potential students should be warned that the employment opportunities in this field are limited in the Albemarle area and all graduates cannot expect to work in the local area. Fish and Wildlife Management Technology or Forest Recreation Technology might be considered as an alternative to the Recreation Grounds Management curriculum.

Environmental Engineering Technology. This is a technical curriculum that involves training in sanitation, air pollution control and water and waste treatment. In view of the national interest in these subjects,

it is possible that the curriculum might attract potential students in the area. However, ESC data make no predictions relative to supply and demand (either high or low) for persons trained in this field. Even if the employment demand is high at present or in the future in other areas, it is doubtful that there will be many employment opportunities in the Albemarle area for persons with this type of training.

Machinist. This four-quarter vocational curriculum should be retained and expanded to at least an annual enrollment of 24 students. It is likely that some male students from the target population might be enrolled and job opportunities related to the skills which the program emphasizes are abundant in the Norfolk-Portsmouth area. The second year option of the program (8 quarters) should be discontinued. Since enrollment in that phase of the program is unreasonably low, it is doubtful that its continued operation can be economically justified.

Automotive Mechanics. All factors indicate that this curriculum should be retained and enrollment increased.

Automotive Body Repair. This curriculum is recommended as a possible addition to the vocational division, but only after the above two curricula approach optimum enrollment.

The three vocational curricula mentioned above are different enough so that they might be appealing to diverse students and yet they have some complementary courses to increase utilization of common staff and facilities. Employment opportunities associated with these curricula are especially good in both the Albemarle and Norfolk areas. These curricula can also support many different extension courses and cooperative programs.

Light Construction. This curriculum is recommended as a top priority addition. From the standpoint of job opportunities, its relationship to short duration programs, and its long-range potential, it offers a high probability of success. A great deal of planning and implementation relative to the building trades short duration programs has been carried out and this curriculum offers the possibility for greater use of facilities and overall strengthening of the building trades efforts.

In conjunction with this curriculum the possibility of eventually adding a four-quarter curriculum in electrical installation and maintenance, plumbing and heating, carpentry, or cabinet making is very realistic. Long-range planning in this direction is advised.

Cosmetology. Addition of this curriculum is recommended as a top priority both because it is a curriculum developed primarily for females and because many young girls in the target population could probably qualify for admittance. It is recommended that the program be developed on a 10-month basis to include the 1,200 contact hours required by North Carolina laws. However, a post graduate course consisting of 300 contact hours should also be offered, in order to qualify graduates who plan to become employed in Virginia, South Carolina, or Tennessee since those states require 1,500 hours for state licensing. Offering the shorter program might be economically helpful for the disadvantaged students, even if they could be licensed to work only in North Carolina.

Medical Laboratory Assistant. The COA administration, now considering this as a new curriculum offering, should proceed with extreme caution. According to projected employment data the future demand for persons

trained in this area is very poor. An advantage of the curriculum, however, is that both males and females may be enrolled. Few persons in the target group could be expected to have the reading level or the personal attitudes needed for success in this occupation.

General Recommendations

The purpose of this section is to present a number of general recommendations concerning implementation of the Special Programs. While many of the recommendations may be immediately adopted, others require consideration for future use.

1. The COA staff and Special Programs Steering Committee should prepare a three-year plan as soon as possible.[31] The plan would serve as a guide for more detailed planning and allocation of time and resources. It should be reviewed frequently and altered as necessary. The plan should include at least the following factors.

   a. Tentative schedule of dates various short-duration programs will be initiated.
   b. Location of tentatively scheduled activities.
   c. Instructor personnel and equipment needs.
   d. Number of students to be involved.
   e. Type of employers to be involved.
   f. Allocation of transportation resources.

A program goal in terms of numbers of students (from the target group) to be reached should be established. We have recommended that perhaps 2,700 persons may be involved in the various activities during the three-year period. It is assumed that student enrollment will increase as resources become available, programs are expanded, students are re-enrolled into a second or third program, and the momentum of activity increases. Therefore, we recommend the following annual enrollment goals be considered for adoption.

Programs	1970	1971	1972	Total
JAC	100	200	200	500
Co-op Upgrading	100	100	200	400
Skill Lab	50	100	200	350
Adult Basic Education	150	200	300	650
Occup. Extension	100	100	100	300
Certificate	50	100	100	250
Technical and Voc.	50	100	100	250
Total	600	900	1,200	2,700

2. The Director of Special Programs should maintain communication with local Employment Security Commission officials and stay abreast of current employment demands. Likewise, he should establish relations with the Norfolk, Virginia ESC office. Both the local and Norfolk ESC offices can furnish information that will be helpful in planning future programs and placing students. Published ESC data should be used with caution, however, because the sampling methods used by that agency sometimes distort the true situation concerning certain types of occupations and specific geographic areas.

3. The use of quick surveys to determine employer personnel needs and employer cooperation is recommended as a basis for initiating short-duration programs. The surveys should be conducted by administrative personnel rather than by instructional personnel. The most accurate source of information concerning employment opportunities is through direct contact with prospective employers and that method is recommended.

4. The high school student occupational interest survey initiated by the College in 1969 should be completed as soon as possible and the results of the survey should be used as a planning instrument. In considering those data, however, the COA administration should take into account that the sample size was rather small. Only 300 high school students (sophmores and juniors) out of a possible 2,500 were included in the survey. Future pupil interest data should include surveys being initiated in each high school in the spring of 1970, the primary use of which is to help the high schools plan their own programs of occupational education.

The data from COA's survey of Employers' Personnel Needs should be considered in planning activities. That survey should be critically evaluated, however, since only about 30 per cent of the employers in the sample returned a completed questionnaire.

5. A card file of prospective students should be established. The card should contain information about the prospect's age, sex, educational attainment, occupational status, and the type of program he is interested in.

6. Recent high school dropouts who meet age requirements should be considered as potential enrollees. Their names and addresses should be secured from high school principals and the principals should be given prepared postcards on which they can inform COA whenever new dropouts occur.

7. Content material relating to personality development, interpersonal relations, communications skills and similar subjects should be integrated into appropriate programs.

8. An understanding between each student in the Special Programs and the program administrator regarding employment after completion of the course should be established. This understanding must be established before the student is enrolled. Some programs will feature assured employment through prior arrangements with local employers and some programs will carry no employment assurance (e.g., extension courses). No student should be told that he will be placed in a job unless college officials have a commitment from an employer. Students who have been told that they will be given a job when the training is completed and are not employed will have a negative attitude toward COA, the program, and education in general.

9. An administrative staff member should be given the responsibility for coordinating all information dissemination and retrieval activities for the College.

10. All Special Programs students should be taken on a tour of the College and encouraged to use its facilities.

11. Since a large proportion of the target population is nonwhite, probably a majority of the students in the Special Programs will be nonwhite. Thus, it is recommended that COA take immediate steps to integrate its teaching faculty.

12. The idea of COA cooperating with local Vocational Rehabilitation officials and community leaders in establishing a sheltered workship is recommended for study by the COA Special Programs Steering Committee. The official broadened definition of "handicapped" indicates an obvious need for a program of this type in Elizabeth City and the program would involve many of the same people that the Special Programs should reach. COA might contribute to the program by furnishing instructional personnel and equipment. Also the Special Programs recruiters might help recruit the workshop trainees.

13. We recommend that the administration consider the possibility of using work-study students in construction of the new COA facilities. Arrangements for this procedure should be made prior to awarding the construction contract.

14. A day-care center for student mothers has been suggested for consideration. The center should not be established, however, until sufficient participation is indicated to make operation of the facility feasible. Establishment of such a center might include a training program for day care workers.

15. COA should establish a housing bureau to assist students who wish to locate living quarters in Elizabeth City and thereby avoid long commuting distances.

EPILOGUE

Significant changes have occurred at COA during the past four months. Persons have been stimulated, attitudes have changed, and activity concerning the Special Programs has progressed at a rapid rate. Imaginative ideas have been employed in preliminary planning, and in the execution of initial activities. There is a noteworthy degree of enthusiasm, cooperation, and interest among staff members. Many of the problems relating to interpersonnel relations among staff members that existed a few months back have been resolved. Commitment and enthusiastic involvement is evident among staff members.

We feel that at least a small part of the success experienced to date is a result of our discussions with COA staff and faculty members. Some of the suggestions and recommendations that we made during the course of our discussions have already been adopted. We are grateful for the cooperation we have received and for the opportunity to contribute to this worthwhile project.

Special mention should be made about the effective manner in which Mr. Clayton Morrisette, Director of Special Programs, has performed his duties. We feel that under the capable leadership and fervor of Mr. Morrisette and President S. Bruce Petteway, the Special Projects at COA will succeed in assisting a great many people to obtain meaningful, rewarding employment.

NOTES

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Appendix A

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Appendix C

DATA SURVEY PROCEDURES

Collecting data such as the type that will be needed as the basis for initiating a cooperative program can be a simple and easy task. Also it can be done inexpensively and quickly by using the mailed questionnaire procedure. Each survey is unique in some respects (different clientele and subject matter), but the general procedures can easily be altered to meet varying conditions. It is unnecessary and financially wasteful to engage in extensive survey work for every short duration program. However, when establishing needs for a long duration program such as a technical curriculum, a more extensive survey should be conducted. But even so, the general procedures illustrated here can be used.

The following example is offered to illustrate the recommended procedure for conducting a survey to establish the need for initiating an "Automobile Service Station Attendant" cooperative program and securing appropriate sponsors.

1. Compile a list of all potential service station attendant employers in the immediate area (25 mile radius). A useful and practical method is to use the yellow pages section of the local telephone directory.

2. Prepare a letter to be mailed to the service station managers explaining the details of the program. These details should be established by the advisory committee that plans the program.

3. Enclose a list of the program objectives with the letter. The objectives should be stated in terms of skills the trainees will learn in the course.

4. Also enclose a self-addressed reply postcard which the employer can mail back to COA. The card should include a statement such as the following.

Appendix C (cont'd)

"I am ☐ am not ☐ interested in being a cooperating sponsor in the program. I would like for _____ (Number) of my present employees to participate in the program (or) I would like to employ _____ (Number) cooperative students."

_____ (Name) _____ (Address)

5. On the day the letters are mailed, there should be an article in the local newspaper announcing plans for the program and how it will operate.

6. When all of the postcards have been returned (or within a reasonable amount of time), all employers who indicated a willingness to participate in the program should be asked to meet together to finalize plans for the program or they may each be visited personally if staff members are available.

If the work-study program to be conducted will involve only two or three employers, the entire matter should be arranged during personal visits. It is extremely important for the initial letter or any personal visits to communicate to the prospective cooperating employers that this is a community project. COA wishes to gain the employers' cooperation and to help them have better workers. The letter or any discussions should make the employers feel that they have a great deal to contribute and also to gain from participating in the program. Convince them that COA would like to serve the entire community both by helping people train for jobs and by providing employers with trained workers. Thus, in the process of conducting the survey, the staff members can also perform a public relations task.